Preparing today’s working adults to compete and thrive in a changing global economy.
"As we move to meet the educational needs of working adults in a mobile society, our conception of the university must extend beyond place and embrace process. An adult university cannot be campus bound, rather its borders must be defined by the lives of its students."

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

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

Annual Security Report Notice

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

This school is a business corporation authorized by the State of Oregon of offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Drive, Suite 100, Eugene, Oregon 97401.

Oregon Campus

13221 SW 68th Parkway # 500

Tigard, Oregon 97223
ADDENDUM - UPDATED POLICY

The following policy is effective as of August 1st, 2012. Please see the updated policy information below. The new information is underlined and will supersede the existing policy located in the Academic Policies section of this catalog.

Admission Statuses

Graduate Provisional (PV) Status

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

Program Academic Statuses

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.
ADDENDUM - UPDATED POLICY

The following policy is effective as of August 1st, 2012. Please see the updated policy information below. The new information is underlined and will supercede the existing policy located in the University of Phoenix section of this catalog.

Purposes

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

The following information is also located in the Consumer Information section of the catalog:

Program Accreditation

College of Nursing Programs

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

CCNE
One Dupont Circle, NW, Suite 530
Washington, DC 20036
(202) 887-6791
http://www.aacn.nche.edu/accreditation/
ADDENDUM - UPDATED FACILITIES

The following update is effective as of August 1st, 2012. The new/updated information is underlined and will supersede the existing addresses located in the Facilities section of this catalog.

Florida Campuses

Oakleaf II Learning Center
9285 Crosshill Blvd
Jacksonville, FL 32222-5823
904 779-4500
904 779-4501 FAX

East Orlando Learning Center
1900 N. Alafaya Trail
Orlando, FL 32826-4717
407 563-1500
407 563-1560 FAX

Westshore Learning Center - Tampa
4805 Independence Parkway
Suite 110
Tampa, FL 33634-7535
813 626-7911
813 977-1449 FAX
The following course description is effective as of August 1st, 2012. Please see the updated information below. The new information is underlined and will supersede the existing policy located in the Undergraduate College of Information Systems and Technology section of this catalog.

Bachelor of Science in Information Technology

Course Descriptions for the Concentration in Software Engineering

POS 409 ................................................................. 3 credits

.NET II
This course extends the facilities of the .NET family of languages. The course focuses on the C# language. Topics covered include designing C# applications, writing and debugging programs, data files and database connectivity.
ADDENDUM - NEW PROGRAM APPROVED

The following program(s) is(are) approved to be offered effective August 1, 2012. Please see the program description(s), course requirements, required courses, additional course descriptions and any other programmatic requirements listed below.

Master of Arts in Education/Elementary Education Early Childhood (Oregon)

The following Master of Arts in Education/Elementary Education Early Childhood (MAED/TED-EE) program is to be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education - Early Childhood (MAED/TEDEE) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDEE 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. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedee.

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

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ~ Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 (entry point) ~ Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ~ Models, Theories, and Instructional Strategies

MTE 522 ~ Maintaining an Effective Learning Climate for Elementary Settings
Human Development, 2 total credits
MTE 506 ~ Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ Assessment and Evaluation

Reading, 4 total credits
RDG 537 ~ Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits
MTE 553 ~ Instruction and Assessment of English Language Learners
SPE 514 ~ Survey of Special Populations

Elementary Methods and Assessment, 10 total credits
MTE 531 ~ Curriculum Constructs & Assessment: History and Social Science
MTE 533 ~ Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 ~ Curriculum Construct & Assessment: Visual and Performing Arts
MTE 537 ~ Curriculum Construct & Assessment: Physical Education and Health

Student Teaching, 8 total credits
MTE 588 ~ Student Teaching Part A
MTE 589 ~ Student Teaching Part B

Grade Level Specializations, 6 total credits
ECH 506 ~ Introduction to Early Childhood Education
ECH 542 ~ Early Childhood Play Theories

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

Additional Admission Requirements for the MAED/TED-EE

All applicants are expected to meet the following admissions requirements:
- Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

Addendum
• 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 for the MAED/TED-EE**
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 and the student’s eXp file.
• Demonstration of basic skills proficiency

Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.
• Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Academic Progression Requirements for the MAED/TED-EE**
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/TED-EE**
• A candidate must earn a grade of “B” (grades of ‘I’ and “B-” are not accepted) or better in the following courses: MTE 588 and MTE 589
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Degree Requirements for the MAED/TED-EE**
• Completion of a minimum of 47 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as follows: Master of Arts in Education Elementary Teacher Education Early Childhood

**Institutional Recommendation for the MAED/TED-EE**
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

**Residency Requirements and Course Waivers for the MAED/TED-EE**
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.

**Addendum**
The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 522, MTE 533, MTE 562, MTE 588, MTE 589, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
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</tbody>
</table>

Field Experience for the MAED/TED-EE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-EE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

Oregon interns are candidates who are either enrolled in the MAE/TED program while working in a school on an emergency/temporary license, or fully licensed teachers adding an authorization level. Oregon interns may student teach or validate in their own classroom appropriate grade level/content. Interns are required to complete the designated Student Teaching course(s), Teacher Work Sample(s), and clinical experience under the direction of a faculty supervisor and assigned cooperating teacher. All relevant tests must be completed before the University can make an Institutional Recommendation to the licensing bureau.

- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-EE

MTE 507 ........................................................................................................... 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed. COM 516 ........................................................................................................... 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 501 ................................................................................... 2 credits

**The Art and Science of Teaching**

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518 ................................................................................... 3 credits

**Models, Theories, and Instructional Strategies**

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522 ................................................................................... 3 credits

**Maintaining an Effective Learning Climate for Elementary Settings**

This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ................................................................................... 2 credits

**Child and Adolescent Development**

This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ................................................................................... 3 credits

**Assessment and Evaluation**

This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 537 ................................................................................... 4 credits

**Curriculum Constructs & 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.

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.

SPE 514 ................................................................................... 2 credits

**Survey of Special Populations**

This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 531 ................................................................................... 2 credits

**Curriculum Constructs & Assessment: History and Social Science**

This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 ................................................................................... 4 credits

**Curriculum Constructs & Assessment: Science and Mathematics**

This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ................................................................................... 2 credits

**Curriculum Constructs & Assessment: Visual and Performing Arts**

This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
MTE 537 ................................................................. 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.

MTE 588 ................................................................. 4 credits
Student Teaching Part A

This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 589 ................................................................. 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.

ECH 506 ................................................................. 3 credits
Introduction to Early Childhood Education

This course provides an overview of early childhood education for children, birth through age eight. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.

ECH 542 ................................................................. 3 credits
Early Childhood Play Theories

This course is designed to increase the understanding of children’s play and how it may be used effectively in early childhood academic programs. Theories of children’s play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, creative, linguistic, social and emotional development of young children.

Master of Arts in Education/Elementary Education Middle Level (Oregon)

The following Master of Arts in Education/Elementary Education Middle Level (MAED/TEDEM) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education - Middle Level (MAED/TEDEM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDEM 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedem.

Courses requiring prerequisites are identified by a ~ symbol following the course number. In most instances, students must complete Foundation courses prior to the Specialization.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ~ ............................................................ 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 (entry point) ............................................. 1 credit
Professional Communications

Foundations of Education, 2 total credits
MTE 501 ~ ............................................................ 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 518 ~ ............................................................ 3 credits
Models, Theories, and Instructional Strategies
MTE 522 ............................................................. 3 credits
Maintaining an Effective Learning Climate for Elementary Settings

Human Development, 2 total credits
MTE 506 ~ ............................................................ 2 credits
Child and Adolescent Development

Addendum
**Assessment, 3 total credits**

- MTE 562: Assessment and Evaluation

**Reading, 4 total credits**

- RDG 537: Curriculum Constructs & Assessment: Reading and Language Arts

**Special Populations, 5 total credits**

- MTE 553: Instruction and Assessment of English Language Learners
- SPE 514: Survey of Special Populations

**Elementary Methods and Assessment, 10 total credits**

- MTE 531: Curriculum Constructs & Assessment: History and Social Science
- MTE 533: Curriculum Constructs & Assessment: Science and Mathematics
- MTE 534: Curriculum Construct & Assessment: Visual and Performing Arts
- MTE 537: Curriculum Construct & Assessment: Physical Education and Health
- MTE 538: Curriculum Constructs & Assessment: Reading and Language Arts

**Student Teaching, 8 total credits**

- MTE 588: Student Teaching Part A
- MTE 589: Student Teaching Part B

**Grade Level Specializations, 6 total credits**

- MAT 504: Adolescent Psychology
- MAT 538: Middle School Foundations and Philosophy

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

**Additional Admission Requirements for the MAED/TED-EM**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- 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.

**Degree Requirements for the MAED/TED-EM**

- Completion of a minimum of 47 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.

**Candidate Status for the MAED/TED-EM**

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 and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.
  - Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Academic Progression Requirements for the MAED/TED-EM**

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/TED-EM**

A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: MTE 588 AND MTE 589.

Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Addendum**
• Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as follows: Master of Arts in Education Elementary Teacher Education Middle Level

Institutional Recommendation for the MAED/TED-EM
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TED-EM

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 522, MTE 533, MTE 562, MTE 588, MTE 589, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
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Field Experience for the MAED/TED-EM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-EM

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

Oregon interns are candidates who are either enrolled in the MAED/TED program while working in a school on an emergency/temporary license, or fully licensed teachers adding an authorization level. Oregon interns may student teach or validate in their own classroom appropriate grade level/content. Interns are required to complete the designated Student Teaching course(s), Teacher Work Sample(s), and clinical experience under the direction of a faculty supervisor and assigned cooperating teacher. All relevant tests must be completed before the University can make an Institutional Recommendation to the licensing bureau.

Students enrolled in the Oregon MAED/TED-EM program must complete their middle school student teaching experience in a content area. Students must provide the campus with passing scores on the middle level content area exam prior to student teaching in order to be placed in the appropriate setting.

Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.

Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Course Descriptions for the MAED/TED-EM

MTE 507 ................................................................................... 0 credits

Orientation to Teacher Education

This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program's progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ................................................................................... 1 credit

Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................................... 2 credits

The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 518 ................................................................................... 3 credits

Models, Theories, and Instructional Strategies

This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522 ................................................................................... 3 credits

Maintaining an Effective Learning Climate for Elementary Settings

This course examines the strategies used in managing a positive classroom environment within the framework of today's diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
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

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 formative and summative as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 537 ................................................................................... 4 credits

Curriculum Constructs & 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.

MTE 562 ................................................................................... 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.

SPE 514 ................................................................................... 2 credits

Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

MTE 531 ................................................................................... 2 credits

Curriculum Constructs & Assessment: History and Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 533 ...................................................................................4 credits

Curriculum Constructs & Assessment: Science and Mathematics
This course defines and provides a context for teaching and assessing K-8 students in the areas of science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ................................................................................... 2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ................................................................. 2 credits

Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on a scope and sequence, and on state and national standards. This course includes framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course also includes framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas are explored.
MTE 588 ................................................................................... 4 credits

**Student Teaching Part A**
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 589 .................................................................................. 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.

MAT 504 .................................................................................. 3 credits

**Adolescent Psychology**
New course description 3/27/2006: This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. Previous course description: This course covers adolescent psychology from a historical perspective to present day societal influences and pressures. Current trends and methods of learning in adolescent education will also be covered.

MAT 538 ................................................................................... 3 credits

**Middle School Foundations and Philosophy**
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.

Previous description: This is a draft of the description. This course examines the junior high and middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

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**Master of Arts in Education/Secondary Education High School/Middle Level (Oregon)**

The following Master of Arts in Education/Secondary Education High School/Middle Level (MAED/TED-HS) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education - High School/Middle Level (MAED/TEDHS) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDHS 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedms.

Courses requiring prerequisites are identified by a ~ symbol following the course number. In most instances, students must complete Foundation courses prior to the Specialization.
Program Category Requirements and Course Selections
Orientation, 0 total credits
MTE 507 ~ ................................................................. 0 credits
Orientation to Teacher Education
Introductory Course, 1 total credit
COM 516 (entry point) ......................................... 1 credit
Professional Communications
Foundations of Education, 2 total credits
MTE 501 ~ ................................................................. 2 credits
The Art and Science of Teaching
Educational Theories and Models, 6 total credits
SEC 508 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies
MTE 523 ................................................................. 3 credits
Maintaining an Effective Learning Climate
Human Development, 2 total credits
MTE 506 ~ ................................................................. 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562 ................................................................. 3 credits
Assessment and Evaluation
Secondary Reading, 3 total credits
RDG 542 ~ ................................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
Special Populations, 5 total credits
MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................. 2 credits
Survey of Special Populations
Secondary Methods and Assessment, 6 total credits
CMP 521 ................................................................. 3 credits
Using Computers in Education
MTE 564 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 551 ................................................................. 3 credits
Curriculum Constructs and Assessment: Physical Education
MTE 560 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Health Science
MTE 580 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Business & Marketing
Student Teaching, 8 total credits
MTE 586 ~ ................................................................. 4 credits
Student Teaching Part A
MTE 589 ................................................................. 4 credits
Student Teaching Part B

Grade Level Specializations, 6 total credits
MAT 504 ................................................................. 3 credits
Adolescent Psychology
MAT 538 ................................................................. 3 credits

Middle School Foundations and Philosophy
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TED-HS
All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate or graduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• 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.

Candidate Status for the MAED/TED-HS
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 and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Students who reside in states that require a basic skills test exam for teacher certification will be required to successfully pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state’s cut score.
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
Academic Progression Requirements for the MAED/TED-HS

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Candidates enrolled in the MAED/TED-HS who are pursuing two content areas must pass the state content knowledge exam in both content areas prior to student teaching.
- Verification of the completion of 100 hours of field experience
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Candidates must meet all current state certification requirements before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of completion in order to be eligible for these waivers.
- The course must have been completed at a regionally accredited, transferable coursework.
- 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 course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 562, MTE 564, MTE 566, MTE 567, MTE 569, MTE 580, MTE 588, MTE 589, RDG 542, SEC 508, SPE 514.
- Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

Program | Courses Waived
---|---
MAED/TED-E & S | MTE 501 MTE 506, MTE 518
Field Experience for the MAED/TED-HS
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-HS
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.

- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

Oregon interns are candidates who are either enrolled in the MAED/TED program while working in a school on an emergency/temporary license, or fully licensed teachers adding an authorization level. Oregon interns may student teach or validate in their own classroom appropriate grade level/content. Interns are required to complete the designated Student Teaching course(s), Teacher Work Sample(s), and clinical experience under the direction of a faculty supervisor and assigned cooperating teacher. All relevant tests must be completed before the University can make an Institutional Recommendation to the licensing bureau.

- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.
Course Descriptions for the MAED/TED-HS

MTE 507 ................................................................................... 0 credits
**Orientation to Teacher Education**
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ................................................................................... 1 credit
**Professional Communications**
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................................... 2 credits
**The Art and Science of Teaching**
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

SEC 508 .................................................................................... 3 credits
**Models, Theories and Instructional Strategies for Secondary Education**
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 523 ................................................................................... 3 credits
**Maintaining an Effective Learning Climate**
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

MTE 506 ................................................................................... 2 credits
**Child and Adolescent Development**
This course explores the range of issues related to human development from birth through age 18. The focus of the course is on defining the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physiological, social, and cultural factors are discussed. Peer and family influences, along with issues related to media themes and gender bias, are examined.

MTE 562 ................................................................................... 3 credits
**Assessment and Evaluation**
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

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 literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various institutional 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 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.

SPE 514 .................................................................................... 2 credits
**Survey of Special Populations**
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

CMP 521 ................................................................................... 3 credits
**Using Computers in Education**
This course will examine how emerging technology can affect the classroom teacher, school administrator, school board member, students, and parents. Students will explore how technology has impacted curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technological skills and knowledge will be the focal point of discussion. Students will get hands-on, interactive experience using a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.
MTE 564................................................................................... 3 credits  
Curriculum Constructs and Assessment: Secondary Math
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.

MTE 566................................................................................... 3 credits  
Curriculum Constructs & Assessment: Secondary English/Language Arts 
This course explores the application of basic instructional methods to the content area of English/language arts in middle 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.

MTE 567................................................................................... 3 credits  
Curriculum Constructs & Assessment: Secondary History/Social Science 
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional 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 569 ................................................................................. 3 credits  
Curriculum Constructs and Assessment: Secondary Science 
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 551...................................................................................3 credits  
Curriculum Constructs and Assessment: Physical Education 
This course explores the secondary physical education classroom, professionalism, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, national and state standards including the developing motor skills through activities, developing levels of physical fitness, understanding principles of human movement, and developing and practicing social skills and the value of fair play in games and sports. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom and sport/field management skills and safety as they relate to physical education instruction.

MTE 560 ..................................................................................3 credits  
Curriculum Constructs & Assessment: Secondary Health Science 
This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants 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 580....................................................................................4 credits  
Curriculum Constructs and Assessment: Secondary Business & 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 588....................................................................................4 credits  
Student Teaching Part A 
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
MTE 589 ................................................................. 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.

MAT 504 ................................................................. 3 credits  
**Adolescent Psychology**  
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced. 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 538 ................................................................. 3 credits  
**Middle School Foundations and Philosophy**  
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments. Previous description: This is a draft of the description. This course examines the junior high and middle school. The course will evaluate the unique characteristics of the adolescent, diversity among middle school students, structures of middle school, and curriculum and instruction.

Addendum
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Beginnings -- A Brief History

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

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

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

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

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

Sperling’s research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population. He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University’s mission, purpose, and strategies. As an institution, University of Phoenix is unique in its single-minded commitment to the educational needs of non-traditional students, who in fact today make up the majority (73 percent) of all college enrollees. This focus informs the University’s teaching and learning model approach to designing and providing student services, and academic and administrative structure. It also guides the institution as it plans and prepares to meet the needs of the next generation of learners.

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

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

Ownership Information

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

Mission

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

Purposes

1. To facilitate cognitive and affective student learning—knowledge, skills, and values -- and to promote use of that knowledge in the student’s work place.
2. To develop competence in communication, critical thinking, collaboration, and information utilization, together with the commitment to lifelong learning for enhancement of students’ opportunities for career success.
3. To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their professions.
4. To provide General Education and foundational instruction and services that prepare students to engage in a variety of university curricula.

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

6. To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling and student services.

7. To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working student.

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

Accreditation and Affiliations

Regional Accreditation

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

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

Program Accreditation

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

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

College of Education and Education Programs

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

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

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

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

The University also maintains voluntary memberships with numerous educational organizations, including the American Council on Education, 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 National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs

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

Enrollment and Student Profile

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

According to students responding to a registration survey during fiscal year 2010, the average student is in his or her mid-thirties (32 for undergraduates and 37 for graduates). Gender of entering students is approximately 68 percent female and 32 percent male. Approximately 46 percent of entering students reporting belonged to an ethnic minority.
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 the types of information systems University of Phoenix students and faculty will be expected to use throughout their careers. The online distribution of information is not only optimally matched to the needs of working professionals, but also allows for equitable sharing of library resources among students and faculty members at all University of Phoenix learning centers and in our distance education programs. Instead of encountering disparities in library resources between large and small learning centers and between on-campus and online students, University of Phoenix library patrons enjoy access to the same broad spectrum of resources regardless of where and how they attend class. University of Phoenix provides a comprehensive digital library for students at all locations. For more information, please see your Library Handbook or contact the University Library at library@phoenix.edu.

Getting Started with the University Library

To get started using the University Library, students and faculty members should follow these steps:
• Visit the student and faculty website https://ecampus.phoenix.edu/. This is the same website used to obtain course modules, grades, and other University of Phoenix resources and services.
• After logging into the student and faculty website, select the Library tab and then the University Library link to enter the University Library.
• Select an appropriate resource and begin research.

Electronic Reserve Readings

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

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

How to Contact the University Library

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

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the Library Handbook. Students, staff, and faculty can also view the full listing of the University Library’s resources by clicking the View All Resources Alphabetically link on the University Library homepage.

University Library

What is in the University Library?

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

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

Active Learning

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

Collaboration

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

Emphasis on Application and Relevance

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

University-Wide Learning Goals

The University’s faculty leadership has established five broad learning goals that guide curriculum development, instruction, learning assessment, and program evaluation and improvement. The University Learning Goals are:
1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

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

Curriculum

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

Convenience of Time and Place

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

Access

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

University of Phoenix is a non-term institution and does not operate according to a traditional academic calendar. New student cohorts can begin at any time. Typically, graduate courses at University of Phoenix meet for six consecutive weeks and undergraduate courses meet for five weeks. Classes meet once per week for four (4) hours. When a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner.

The University’s low student/faculty ratio and class size that averages 13-15 students facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time. This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

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

Learning Teams

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

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

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

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

Faculty

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

Staff Screening

All external candidates must have a new background check submitted each time they are being considered for a position with the University. The background check must be completed prior to the start date.

Student Technology Recommendations and Competencies

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

Technology Recommendations

Hardware & Peripherals

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

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

Software/Applications

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

• Operating system
  • Windows® XP or later
  • Mac OS 10.4 or later, with a Microsoft Windows partition required for some courses.
• Microsoft Office 2003 or later(PC), Office 2004 (Mac)
• Microsoft® Project (for selected courses)
• Internet Browser
  • Microsoft® Internet Explorer version 7.0 or later
  • Mozilla Firefox 3.5 or later
  • Google Chrome 7.0 or later
  • Apple Safari 5.0 or later
• Adobe® Reader 9.0 or later
• Adobe Flash plug-in 10.0 or later
• System is enabled to allow installation of browser plug-ins as required
• Local administrative privileges to Operating System may be required
• A current anti-virus application (updated regularly)
• E-mail address
• Internet service provider (ISP) account with broadband access
For the College of Information Systems and Technology, access to additional software is required. Please look for updated software requirements on your resource page. The following software is currently used:

University of Phoenix Provided Access
(Provided via virtual student desktop for specific courses)
• Microsoft® Access
• Microsoft® Visual Studio .NET
• Microsoft® SQL Server
• Red Hat LINUX
• Adobe® Flash Professional
• Adobe® Dreamweaver
• Adobe® Photoshop
• Adobe® Acrobat Standard
• LabSim from TestOut

Student Must Establish Access
• ALICE Software (for selected courses; free download)
• Citrix Online Plug-in (latest version)
• Microsoft® Visio® (for selected courses)
• JAVA® JRE/JDK (for selected courses)
• VisualLogic (for selected courses; free download)
For the Master of Science in Nursing/Family Nurse Practitioner and the Post Masters Family Nurse Practitioner programs, the University requires the following:
• Handheld computing devices (i.e. PDA, PPC, SmartPhone, Ipad)

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

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

Technology Competencies
Students attending the University of Phoenix are expected to have the ability to complete the following activities:
• Access course and program material on the Web.
• Correspond with University of Phoenix staff, students, and faculty using e-mail and the Web.
• Complete, send, and receive assignments to faculty or other students using e-mail and attachments/files.
• Read/print e-mail and attachments/files from students, staff, and faculty.
• Use the University of Phoenix Electronic Library also known as the Learning Resource Center (LRC) and/or Internet for research and completion of course assignments.
• Prepare and conduct presentations in the classroom using presentation equipment.

• Use the appropriate software for the course. (The University uses as standards Microsoft® Office products including MS® Word, MS® Project, MS® Excel, MS® Power Point, etc.)
• Use CD ROMs when required as part of course assignments.
• Use an appropriate anti-virus application to insure the files transmitted and received are virus free.

Online Learning System
The University’s Online Learning System (OLS) is a computer- and web-based learning environment that has replaced the traditional classroom for many University of Phoenix students. It offers a convenient medium for faculty-to-student and student-to-student interaction. An easy-to-use, easy-to-access system, OLS allows students “to go to class” to engage in individual and group discussion or lectures, anytime or any place! OLS works with most Internet Service Providers. It features a familiar “Windows” type format, which makes navigation fast and easy. A full set of capabilities allows students to complete 100% of their education and administration online (Doctoral students are required to attend residencies). In addition to participating in the full range of class meeting and study group activities, students can communicate with instructors, interact with classmates, and conduct their research online. They can also:
• Register for classes
• Pay their tuition
• Order their books
• Meet with a representative
• Obtain their grades
• Request transcripts and more
Even without the new software, students can log on to our Web site from any Internet Service Provider – so they can check their e-mail and access student services from any location and computer.

Distance Education
The University of Phoenix recognizes that adult professionals are sometimes faced with obstacles that prevent continued commitment to classroom instruction. Students may be employed in remote areas, 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.

University of Phoenix, 2012-2013
THE UNIVERSITY’S TEACHING AND LEARNING MODEL
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.

2012-2013 Holiday Calendar

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<th>Holiday</th>
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<tr>
<td>4th of July</td>
<td>July 4, 2012</td>
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<tr>
<td>Labor Day</td>
<td>September 3, 2012</td>
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<tr>
<td>Thanksgiving</td>
<td>November 22, 2012 - November 25, 2012</td>
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<td>Martin Luther</td>
<td>January 21, 2013</td>
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<td>King Jr Day</td>
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<td>President’s Day</td>
<td>February 18, 2013</td>
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<td>Good Friday</td>
<td>March 29, 2013</td>
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<td>Easter</td>
<td>March 31, 2013</td>
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<tr>
<td>Memorial Day</td>
<td>May 27, 2013</td>
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*This is considered an institutionally scheduled break.

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

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

Concurrent Enrollment
Because of the intensive nature of the University’s courses, students are not encouraged to concurrently enroll in courses at the University of Phoenix or to enroll in courses at other institutions while enrolled in University courses. However, students are given the opportunity to concurrently enroll in a limited number of courses. Under no circumstances may an associate degree student enrolled at the Online Campus (excluding AACR & AAPF) be concurrently enrolled in more than three (3) courses at any given time. Concurrent enrollment in a third course is prohibited for new students in the first two blocks. Enrollment is considered from the start date of any course through the end date of the course. Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence. Under no circumstances may an undergraduate or graduate student be concurrently enrolled in more than two (2) courses at any given time. Concurrent enrollment is prohibited for new students in the first two courses of any University of Phoenix program. Enrollment is considered from the start date of any course through the end date of the course. Courses taken concurrently with other institutions will not be limited.

Dual Enrollment
Any student planning to complete both an associate of arts degree and a baccalaureate degree must complete all 60 required credits of the associates degree and meet admission requirements for their chosen degree before enrolling in any University baccalaureate degree program. There is no dual enrollment between Degree Seeking Students from University of Phoenix and Online Associate programs with the exception of AAPF.

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

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

• Students must successfully complete any project required for each program.

• A diploma application must be completed for each program. Students who have earned a graduate degree in Business or Management may not receive a certificate or concentration in the same area of focus. Example: a student may not earn an MBA/PM and a PM certificate; however, students who have completed a certificate may return to receive an MBA degree with a concentration in the same area as the completed certificate or another approved concentration.

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.

Most courses are three semester credits. Each three-credit course in a five-week session shall consist of 45 hours of student class work. This includes 20 hours of classroom instruction. Required learning team hours constitute the remaining class work requirement. Please note: Hours at University of Phoenix are based on a full 60 minutes, compared with the traditional 50-minute clock hour. In addition to the class work requirement, students typically complete at least two hours of individual student work out of class for each hour of class work. This time typically consists of individual study time, reading, research and writing.

Student Identification Numbers

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

Name and Social Security Number Changes

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

Duplication of Credit

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

Course Audit Policy

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

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

Re–Entry Students

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

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

Academic credit earned for degree level 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-. For program specific transfer requirements see individual program descriptions as additional conditions may apply for the transfer of credit towards specific program degree requirements. Transfer credit will be evaluated according to University policies and accepted subject to the approval of the University’s Central Office of Admissions & Evaluation.

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

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

The acceptable regional accreditation bodies are:

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

The acceptable national accreditation bodies are:

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

A maximum of 30 credits may also be awarded for the successful completion of exams from approved national testing programs (CLEP, Excelsior, Berlitz, NLN, AP, DLPT, College Level GED, and DANTES) according to University policy except where prescribed otherwise for limitations of nontraditional credits under state statutes.

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

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

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

Students transferring to University of Phoenix into specified undergraduate bachelor degree programs with a previously completed regionally accredited Associate of Arts degree from a Community College will be considered as having satisfied their lower division elective and general education requirements (up to the amount of credits earned in the Associate of Arts degree), which will make the student ready to begin their Required Course of Study at University of Phoenix. Students who take advantage of this policy will still need to meet all pre-requisite or state specific content requirements as outlined in the Academic Progression and General Education Requirements sections of the catalog for their chosen program.

Not all programs are eligible for this policy. Please check with a campus representative to determine which programs are eligible. Students who take advantage of this policy and then change to a program that is not eligible for this policy will have courses individually evaluated for applicability towards degree requirements (as the policy will not carry forward into the new degree program).

Nondiscrimination Policy

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

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

Harassment Policy
It is the policy of the University of Phoenix that the educational environment at each of its campuses be free of all forms of improper or unlawful harassment including sexual harassment or sexually offensive conduct. Conduct on the part of faculty, staff, or students which would violate this policy includes, but is not limited to:
• Unwelcome or unwanted sexual advances,
• Requests for sexual favors,
• Any suggestion, whether overt or subtle, that a grade or other academic achievement is dependent upon the granting of sexual favors or submission to sexual requests,
• Unwelcome physical contact, including patting, pinching, hugging, kissing, fondling, etc.,
• Offensive verbal conduct, including sexually explicit jokes, comments, innuendo, or other tasteless action that would offend a reasonably sensitive person,
• The display of sexually offensive pictures, posters, illustrations, or objects,
• Slurs, jokes, or ridicule based on race, ethnic or national origin, religion, gender, sexual orientation, gender identity or disability.
Conduct deemed to be in violation of this policy is prohibited and will not be tolerated by the University of Phoenix. Retaliation, in any form, against the person raising such a concern will also not be tolerated by the University of Phoenix.

Harassment Procedures
1. Students, faculty or staff alleging harassment must present their grievance within six weeks.
   a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4615 E. Elwood Street, Mailstop AA-S401, Phoenix, AZ 85040, 602.557.3391, Camie.Pratt@phoenix.edu or designee.
      i. The Title IX Coordinator or their designee will manage efforts to conduct a prompt, thorough and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of harassment and the alleged actions.
      ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
         • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
         • If the accusation is against a student then the Student Code of Conduct procedures apply.
         • If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.
      iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.
      iv. Timeframe for Conducting Title IX complaints:
         • Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
         • Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation.
         • Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.
   b. All other harassment claims must be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.
      i. Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designee will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.
      ii. If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
         • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
         • If the accusation is against a student then the Student Code of Conduct procedures apply.
         • If the accusation is against a staff or employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.
      iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.
      iv. Timeframe for Conducting Title IX complaints:
         • Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
         • Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
Disability Services

Students have the responsibility to both self-disclose and request accommodation through documentation from a health care provider prior to the determination and fulfillment of accommodations. Communication between and among students, faculty, and staff; 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. 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.

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.

Acceptable Use of University Computing and Communication Resources

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

General Requirements of Users

Users of University computing and communication resources must:

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

Intellectual Property

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

- Unauthorized use of University trademarks or logos and other protected trademarks and logos is prohibited.
- Infringing upon the copyright, trademark, patent, or other intellectual property rights of others in computer programs or electronic information (including plagiarism and unauthorized use or reproduction) is prohibited.
- The unauthorized storing, copying or use of audio files, images, graphics, computer software, data sets, bibliographic records and other protected property is prohibited except as permitted by law.
Privacy & Security
The University strives to maintain the confidentiality, integrity, and availability of its systems, networks, and data. The University implements policies to ensure that access to sensitive data is restricted to those individuals who have a need-to-know. The following sections describe how Information Security Personnel may monitor computing and communication resources for violations of this acceptable use policy.

Monitoring
System and network activities of users are routinely logged and monitored. These activities include:
- Use of accessed accounts
- Time and duration of network activity
- Web pages accessed and duration of access
- Network software accessed
- Volume of data storage and transfers

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

Restriction of Access to Computing and Communication Resources
Access to University computing and communication resources is a privilege that may be wholly or partially restricted without prior notice and without consent of users:
- If required by applicable law or policy.
- If a reasonable suspicion exists that there has been or may be a violation of law, regulation, or policy.
- If required to protect the confidentiality, integrity, or availability of computing and communication resources.

Conditions for Permitting Inspection, Monitoring, or Disclosure
The University may permit the inspection, monitoring, or disclosure of e-mail, computer files, and network transmissions when:
- Required or permitted by law, including public records law, or by subpoena or court order
- The University or its designated agent reasonably believes that a violation of law or policy has occurred
- Necessary to protect the confidentiality, integrity, or availability of computing and communication resources.

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

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

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

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

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

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

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

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

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

In the event of any inconsistency or conflict between this policy and any other terms or conditions students may be subject to, the University reserves the right to resolve such conflicts in its sole discretion.
Violation Examples
This list below contains examples of actions considered to be a violation of this policy. It is not intended to be all-inclusive, nor does it represent all possible violations in a particular circumstance or the applicability of any other law or policy to those facts.

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

Introduction

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

Student Financial Aid Consumer Information

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

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

Students may also be eligible to receive funding through state grant or scholarship programs in their states where available. Depending on the program, student eligibility may be need-based, non-need-based, credit-based, or dependent on other specific conditions.

Students should contact a local campus or an Online finance advisor at 866-766-0766 for additional information on the financial aid programs available at each campus. A list of campuses is available at www.phoenix.edu/campus_locations.html.

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

University student records are confidential for all schools receiving funding under programs administered by the U.S. Department of Education in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). Generally, information pertaining to a student record is not 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 attended an educational institution. Students with at least one positive attendance, or Y, posted are considered a student.

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

The following are not 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 (full-time and withdrawn)
- Most recent previous institutions attended and degree(s) earned
- Grade level (freshman, sophomore, junior or senior)
- Photographs
- Honors and awards received
- Participation in officially recognized activities

If a student submits written or authorized electronic requests via a FERPA Hold Request form that directory information not be released to a third party. No information can be released, absent a judicial order or a lawfully issued subpoena. A FERPA Hold Request is valid throughout the student’s enrollment.
University of Phoenix, 2012-2013

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

To remove previously authorized parties from record, the student completes and submits a FERPA Rescind form listing all parties to whom information should no longer be released.

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

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

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

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

Note: All third party inquiries, including parents, require a FERPA Release form on file unless the third party meets one of the definitions under FERPA allowing written or authorized electronic consent from the student, for example power of attorney, etc.

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

- School officials with legitimate educational interest
- Person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials such as Apollo Group, Netnet Scholarship Management, Aptimus, Protiviti, ACS, ECMC Solutions, National Student Clearinghouse, Paradigm, Inc., Education Sales Management, Double Positive, Hills Consulting Group, SCRIP-SAFE, Student Outreach Solutions, i3, Inside Track, Salesforce, Iron Mountain, Intraedge, ITC InfoTech, Outsell Y-Connecting, collection agencies (CS, ARS, States Recovery, FMS, Account Control Technology-ACT, Avante USA, Capital Management Systems, FCBS, NARS Call Center Solutions, National Enterprise Systems, Northland Group, Penta Group, Redline Recovery, Tate and Kirlin, and Windham Professionals), Cenveo 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 2332h(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 procedures. Disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the institution to defend itself.
The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986. A school official has a legitimate educational interest if:

- Performing a task specified in his or her job description or contract
- Performing a task related to a student's education
- Providing a service or benefit relating to a student or a student's family
- Representing a school in which a student seeks to enroll
- Disclosing information to federal and state authorities auditing compliance of federal or state support programs
- Disclosing information in connection with financial aid; to determine financial aid eligibility; amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid
- Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system's ability to effectively serve the student whose records are released
- Performing studies on behalf of educational institutions
- Disclosing information to accrediting organizations carrying out research purposes
- Complying with a judicial order or lawfully issued subpoena
- The disclosure is in connection with financial aid the student has applied for or received, if the information is necessary for such purposes as to determine the following:
  - Eligibility for aid
  - Amount of aid
  - Conditions for aid
- Enforce terms and conditions of the aid

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

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

Students requesting demographic or personally identifiable information on other University of Phoenix students for survey or research purposes must contact the Campus Director of Operations and Academic Affairs when approved through the Human Subjects Committee in the Office of the Provost. The University shall retain a record of student information disclosed to a third party if disclosure does not fall under a FERPA exception. This information is made on University computer system containing dates, names and reasons for release. Students shall have reasonable access to their educational records and may request to review and challenge the contents, which they feel to be inaccurate, misleading, or otherwise in violation of their privacy or other rights. FERPA regulations require the University to comply with the students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records.

However, University Services will respond to student's requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to review. The disclosure is subject to requirements of 34 CFR §99.35, to officials of other schools where the student seeks or intends to enroll.

**Student Right to Access**

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

If necessary, the Registrar's Office will work with a campus designee so that the student can review the record. FERPA regulations require the University to comply with students' right to inspect and review their academic records by responding within 45 days from the time the University receives a written request to access their records. However, University Services will respond to students' requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to inspect or have a copy.

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

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

**Procedure**

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

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

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

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

Students' request for a formal hearing must be made in writing and submitted to the University Services. The registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. A 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 records not required to be made available by FERPA in any of the following situations, absent a judicial order or legally issued subpoena:
- Student has an unpaid financial obligation with the University.
- The University issues transcripts for students who have filed for bankruptcy provided University of Phoenix obtains a copy of the bankruptcy petition filed with the courts.

Students have the right to file a complaint with the FERPA office in Washington, D.C. Inquiries should be directed to:
- Family Policy Compliance Office
- U.S. Department of Education
- 400 Maryland Avenue, SW
- Washington, DC 20202-5920

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

The Student Verification Process (SVP) is required for inbound and internally transferred phone calls that request the release of or update to any student record information. The Student Verification Process is not required for outbound phone calls provided those calls are to contact numbers in our student academic systems and the student verifies his/her identity. A government issued photo ID or University of Phoenix issued photo ID can be used in place of the SVP for in-person requests.

The University is required to provide students a copy of its FERPA policy annually and upon written request from the student. Potential students can review the University FERPA Policy within this document, http://www.phoenix.edu/about_us/regulatory/consumer-information.html. Current students can also obtain a copy of the FERPA policy in their student catalog at https://ecampus.phoenix.edu/portal/public/login.aspx.

**Solomon Act**

University of Phoenix complies with the Solomon Act, which provides certain information to military recruiters. Information that may be released includes:
- Student name
- Home address
- Email address*
- Telephone listing
- Age (Date of Birth)
- Place of birth*
- Level of education
- Academic major
- Degrees received*
- Most recent educational institution attended*

*This information may be released only when available.

**Procedure**

1. Request is routed from campus or corporate department to the Apollo Ethics & Compliance Department at the following address:
   - University of Phoenix
   - Apollo Ethics & Compliance Department
   - 4025 S. Riverpoint Parkway Mail Stop: CF-L302
   - Phoenix, AZ 85040
   - Fax: (480) 643-1015

2. Within 15 days of a request by the recruiter, the Apollo Ethics & Compliance Department will make contact with the requestor and discuss the necessary information requested, our method for determining costs, and our basis for concluding that such charges are reasonable and customary.

3. The Apollo Ethics & Compliance Department routes specific report details to the Office of the Registrar.

4. The Office of the Registrar processes request of information and routes report back to the Apollo Ethics & Compliance Department within 72 business hours.

5. The Apollo Ethics & Compliance Department sends the information to the requestor.

6. Documentation will be made and kept verifying each occurrence of report fulfillment.
Privacy Policy

Our Privacy Philosophy

University of Phoenix is committed to protecting your privacy when you visit our Site(s). We want you to know what Information we collect, how we use it, and how you can request that this Information be updated or corrected. Certain University Site(s) may be subject to additional privacy policies (collectively "Additional Policies"). In the event of any direct conflict between any Additional Policies and this policy, the Additional Policies shall control. The University reserves the right to resolve any conflicts between policies in its sole discretion. The University reserves the right to amend or otherwise modify this Privacy Policy at any time, visit http://www.phoenix.edu/copyright-legal/privacy_policy.html periodically to check for updates.

Scope

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

Definitions

As used in this Privacy Policy, the following terms have the following meanings:

- "Business Associates" means third party service providers which Apollo Group, Inc. or the University may contract with to provide services on their behalf including those related to the Site(s) or for transactions occurring on the Site(s) including, but not limited to Social Networking, hosting, web analytics, lead generation, business or financial services.
- "Educational Partners" means our parent, the Apollo Group, Inc., and its subsidiaries including educational companies or institutions that Apollo Group, Inc. or its subsidiaries may be providing educational or other related services to under contract.
- "Financial Information" means specific Personal Information of a financial nature such as your credit card number.
- "Information" means any Information collected and includes "Personal Information", "Financial Information", "Web Analytical Information" or any other Information collected from you through our site(s).
- "Marketing Information" means your Web Analytical Information and your Personal Information such as your name, address, email address, and telephone number that the University collects uses and discloses for the marketing and promotional purposes as disclosed in this Privacy Policy.
- "Personal Information" means Information that may be used, alone or in combination, to identify a specific individual and includes Financial Information.
- "Site" or "Sites," means the University website located at http://www.phoenix.edu/html, 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 Networking Content" (or "SNC") means user-generated content you consent to share via a Social Network and includes, but is not limited to, Personal Information, including digital sounds and pictures that you upload to a Social Network. It also includes your Personal Information that may be displayed on other users' Social Network pages.
- "University", "we", "us", and "our" refer to the University of Phoenix and its parent company Apollo Group, Inc.
- "Unrelated Entities" means third parties that are not Educational Partners and who are not providing services to Apollo Group, Inc. or University of Phoenix as Business Associates.
- "Web Analytical Information" means internet generated Information we collect when you visit our Sites. This Information may be linked with marketing and Personal Information. When linked with other Information identifying you personally, either alone or in combination with other Information, then such Information also will be considered Personal Information.

Information We Collect

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

Information Collected Automatically

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

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

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

Information You Provide to Us

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

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

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

Personal Information
The University recognizes that by choosing to provide us with your Personal Information, you are demonstrating your trust in us and we take that trust seriously. We will not sell, rent or lease your Personal Information to others.
We may collect, use and disclose Personal Information for the following purposes:
• to determine your admisissibility 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.

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

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

Student Educational Records
If you are or subsequently become a student at the University, your educational records are subject to the U.S. federal Family Educational Rights and Privacy Act (FERPA), state laws and the University policies. Students have the right to limit access to FERPA-defined directory Information about them. To obtain a copy of the University FERPA policy, go to http://www.phoenix.edu/about_us/regulatory/consumer-information.html. You may also contact us via one of the below methods:
Our Security Measures
We will take commercially reasonable measures to secure and store your Information to protect against the loss, misuse, and alteration of the Information under our control. We utilize industry standard security measures when accepting your credit card Information during the online ordering process, as well as whenever we ask you to login to any of our Site(s).

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

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

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

Children’s Privacy
We are very sensitive to the issue of children’s privacy. Our Sites are neither developed for, nor directed at children under 13. If you believe your child has provided us with Personal Information, or registered at one of our Sites and would like to have this Information removed, please visit http://awhpssmnta01.universityofphoenix.com/webdocs/UnsubscribeEmail.html.

Site Hosting and Links from Our Sites to Other Websites
Some of our Sites may be hosted by our Business Associates or contain links to external websites hosted by Educational Partners and Unrelated Entities. When you access these Sites or external websites, the providers of the websites may have access to your Personal Information and may apply their own policies on how your Personal Information is used. Please make sure to read the policies of any sites you visit on the internet carefully. Please be aware that we are not responsible for the privacy practices or the content of any sites or external websites that we do not control directly and the collection, use and disclosure of Information about you by Educational Partners, Business Associates and Unrelated Entities will be subject to the policies applicable on those other sites or external websites.
Privacy Policy Changes
University of Phoenix may update this Privacy Policy or revise it from time to time. If you are concerned about how your Personal Information is used or disclosed you should contact us as described below or check back at this Site periodically to obtain a current copy of this Privacy Policy. We urge you to review this Privacy Policy frequently to obtain the current version. Your continued provision of Personal Information or use of our services following any changes to this Privacy Policy constitutes your acceptance of such changes. If we intend to use Information that personally identifies you in a manner materially different from what we stated at the time it was collected, we will attempt to notify you at least 30 days in advance. You 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

FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID PROGRAMS

General Requirements
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.
• Submit a current award year Free Application for Federal Student Aid (FAFSA)

Federal Grant Programs
Federal Pell Grant
A Federal Pell Grant is awarded based on financial need for each student. Need is primarily based on adjusted gross income (AGI) and family size. Other factors such as assets and the number of family members in college are also taken into account. The exact eligibility amount is calculated when the University receives and processes an Institutional Student Information Record (ISIR) from the U.S. Department of Education.
Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The maximum Pell Grant for the 2011-2012 award year is $5,550.
Survivors of Servicemembers Grant
Effective for the 2009-2010 award year, students who have a Pell Grant eligible expected family contribution (EFC) may be eligible for the Survivors of Servicemembers Grant. Student will be treated as a student who has a zero EFC and will be awarded the maximum Federal Pell Grant scheduled award if the following criteria apply and is otherwise eligible:
• Parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001

Iraq and Afghanistan Service Grant
Effective for the 2010-2011 award year, students who do not have a Pell Grant eligible expected family contribution (EFC) may be eligible for the Iraq and Afghanistan Service Grant (IASG), equal to the maximum Federal Pell Grant award for the award year, if the following criteria apply and is otherwise eligible:
• Parent or guardian died as a result of military service in Iraq or Afghanistan after September 11, 2001
• Student must be less than 24 years old or enrolled in a postsecondary program, at least part time, at the time of the parent or guardian’s death
The amount of the IASG award is the same as the maximum Pell Grant for the award year, adjusted for enrollment status and cost of attendance (COA). All other federal financial aid will be awarded based on the student’s calculated EFC of the student.
Federal Supplemental Educational Opportunity Grant
The Federal Supplemental Educational Opportunity Grant (FSEOG) is awarded to undergraduates having exceptional financial need, with priority given to Federal Pell Grant recipients with the lowest expected family contribution (EFC). The maximum annual award for each student will be $500. The minimum FSEOG amount is $100. This amount is disbursed equally in two payment periods within the award year. Students will be awarded FSEOG based on the availability of funds at the University. The University cannot guarantee every eligible student will receive a FSEOG award.

Teacher Education Assistance College of Higher Education Grant
The Teacher Education Assistance College of Higher Education (TEACH) Grant Program is a non-need based program that provides up to $4,000 per year to students who meet the following criteria:
• Enrolled in an eligible TEACH program at University
• Have a cumulative 3.25 GPA
• Sign an Agreement to Serve (ATS) and complete all counseling requirements
Grant recipients must agree to teach for at least four years within eight years of finishing a teacher preparation program and to teach high-need subjects in designated schools that serve low-income students. Recipients who do not complete the four-year teaching obligation will have the grant converted to an unsubsidized Direct Loan that must be repaid with interest from the date the loan was issued.

**Federal Perkins Loan**

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

**Terms and Conditions**

Students who receive a Federal Perkins Loan are subject to the terms and conditions disclosed on the Federal Perkins Loan Master Promissory Note (MPN).

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

A Perkins Loan borrower is not charged any fees. However, after repayment begins, if a payment is skipped, late, or less than a full payment, a late charge can apply. If the borrower continues to not make payments as required, the borrower will pay collection costs. Under certain conditions, borrower can receive a deferment or forbearance on loan(s), as long as the loan is not in default. Further information is presented during the required Perkins Loan entrance and exit counseling process.

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

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

A subsidized loan is 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.

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

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

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

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

Parents have the option of deferring repayment on Parent PLUS loans while the undergraduate student (on whose behalf the parent borrowed) is in school and for a six-month grace period after the student graduates or drops below full-time enrollment. This change is effective for Parent PLUS loans first disbursed on or after July 1, 2008. Payments can also be deferred if the parent(s) themselves are enrolled in college. The parent(s) will need to submit an application for an in-school deferment.

Before the deferment option on the Parent PLUS loan was added on July 1, 2008, some lenders allowed parents to defer payments on the PLUS loan while the student is in school by granting one of several types of forbearances. In each case the forbearance allows a full or partial suspension of payments for up to one year at a time. The discretionary forbearance can be renewed each year; the economic hardship deferment and excess debt burden forbearances each have a three-year time limit. The deferments and forbearances are still available for all Parent PLUS loans.

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

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

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

Loans are processed for an academic year, which is a minimum of 24 credits and 30 weeks of instructional time. A student can repay for subsequent loans after successfully completing these requirements. The University will disburse federal financial aid funds in at least two disbursements. A student is eligible for the first disbursement at the beginning of the payment period and the second disbursement occurs after the midpoint of the academic year. To meet eligibility standards for second and subsequent loan disbursements, the student must successfully complete the previous credits and meet the calendar and instructional week midpoint of the loan period, as well as maintain satisfactory academic progress (AP) according to University policy. Schedule changes and/or lack of attendance may delay the timing of scheduled disbursements.
Note: Interest on the Parent PLUS loan is not subsidized and continues to accrue while deferred or in forbearance and is capitalized when the loan enters repayment.

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

Federal Stafford Direct PLUS Loan Program
Graduate and professional students are now eligible to borrow under the Federal Stafford Direct Loan Program. Graduate and professional students can borrow an amount up to the cost of attendance (COA) minus other financial assistance. The terms and conditions applicable to parent PLUS loans also apply to graduate PLUS loans.

Applicants are required to complete the Free Application for Federal Student Aid (FAFSA) and are given an opportunity to request the maximum eligibility under the Federal Stafford Direct Loan Program before applying for a graduate PLUS loan.

Terms and Conditions
Students who receive a graduate PLUS loan are subject to the terms and conditions disclosed on the Federal Stafford Direct PLUS Loan Application and MPN.

Education Loan Interest Rates
All Direct Loan and FFEL Program loans with a first disbursement date that is on or after July 1, 2006 have fixed interest rates that will remain the same throughout the life of the loan.

Loans that were first disbursed before July 1, 2006 have variable interest rates that are adjusted each year on July 1. For subsidized and unsubsidized loans first disbursed before July 1, 2006, the variable interest rate will never be more than 8.25%. For PLUS loans first disbursed before July 1, 2006, the variable interest rate will never be more than 9.00%.

Fixed Rates:
Direct Loan and FFEL Program Loans First Disbursed on/after July 1, 2006
Note: Effective July 1, 2010, the only loans that can be made are Direct Loans.

<table>
<thead>
<tr>
<th>LOAN TYPE</th>
<th>Fixed Rate for Loans First Disbursed Between July 1, 2010 and June 30, 2011</th>
<th>Fixed Rate for Loans First Disbursed Between July 1, 2011 and June 30, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidized Loans for undergraduate students</td>
<td>4.50</td>
<td>3.40</td>
</tr>
</tbody>
</table>

Subsidized Loans for graduate and professional students

Unsubsidized Loans for all students

<table>
<thead>
<tr>
<th>LOAN STATUS</th>
<th>FOR THE PERIOD</th>
<th>FOR THE PERIOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repayment or Forbearance</td>
<td>2.47 (Period July 1, 2010 to June 30, 2011)</td>
<td>2.36 (Period July 1, 2011 to June 30, 2012)</td>
</tr>
<tr>
<td>In-school, Grace, or Deferment</td>
<td>1.87 (Period July 1, 2010 to June 30, 2011)</td>
<td>1.76 (Period July 1, 2011 to June 30, 2012)</td>
</tr>
</tbody>
</table>

Note: Beginning with loans first disbursed on or after July 1, 2006, the interest rate on all Stafford Loans in both the FFEL Program and in the Direct Loan Program was fixed at 6.8 percent. That rate continues to apply to all unsubsidized Stafford Loans and to subsidized Stafford Loans for graduate and professional students. Starting with loans first disbursed between July 1, 2008 and June 30, 2009, the interest rate on subsidized Stafford Loans for undergraduate students was reduced to 6.0 percent, with additional reductions each year through June 30, 2012.

Variable Rates:
Direct Loan and FFEL Program Loans First Disbursed Between July 1, 1998 and June 30, 2006
These rates were calculated based upon statutory formulas and equal the bond equivalent rate of the 91-day Treasury bills auctioned on May 31, 2011, plus certain statutory percentage additions. The 91-day Treasury bills were auctioned at 0.061 percent, rounded to 0.06 percent.
Notes: Interest rates on Stafford and PLUS loans first disbursed before July 1, 1998 are calculated using different statutory formulas, percentage add-ons, or both. Generally, interest rates on Consolidation Loans are fixed rates calculated based on the weighted average of the loans being consolidated rounded up to the next higher 1/8 of one percent, not to exceed 8.25 percent.

To access information on your federal loans, go to www.nslds.ed.gov.

Interest rate on a borrower’s loan may be changed to 6.0 percent during the borrower’s active duty military service. Additionally, this law applies to borrowers in military service as of August 14, 2008. Borrower must contact the creditor, or loan holder, in writing to request the interest rate adjustment and provide a copy of the borrower’s military orders.

**Loan Payment Calculator**

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

**Federal Financial Aid Programs**

**Entrance Counseling**

The University ensures loan entrance counseling is conducted online at the U.S. Department of Education website, https://studentloans.gov/myDirectLoan/index.action, before a borrower takes out a loan. Entrance counseling generally includes the following:

- An explanation of the use of a master promissory note (MPN)
- Importance of repayment obligation
- Description of consequences of default
- Sample repayment schedules
- Information in reference to a borrower’s rights and responsibilities
- Other terms and conditions

**Exit Counseling**

The University ensures loan exit counseling is conducted online at the U.S. Department of Education National Student Loan Database (NSLDS) website, http://www.nslds.ed.gov/nsls_SA/, within 15 days of completion of a program or withdrawal from the University. Exit counseling generally includes the following:

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

**Perkins Loan Counseling**

The University ensures Perkins loan counseling is conducted online at the Mapping Your Future website, http://mappingyourfuture.org/oslc/. Perkins loan counseling generally includes the following:

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

**TEACH Grant Counseling**

The University ensures initial and subsequent Teacher Education Assistance College of Higher Education (TEACH) Grant counseling is conducted online at the TEACH Grant website, https://teach-ats.ed.gov/ats/index.action. TEACH Grant counseling generally includes the following:

- TEACH Grant Program and service obligations
- Information in reference to a borrower’s rights and responsibilities
- Other terms and conditions

**Student Financial Aid Rights and Responsibilities**

Students receiving federal financial aid have varying rights and responsibilities. In accordance with the Borrower’s Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrigh.ts.pdf, attached to the Master Promissory Note (MPN) the student has the right to the following:

- Written information on loan obligations and information on rights and responsibilities as a borrower
- A copy of the MPN, either before or at the time loan is disbursed
- A grace period and an explanation of what this means
- Notification, if in grace period or repayment, no later than 45 days after a lender assigns, sells or transfers the loan to another lender
- A disclosure statement, received before repayment begins, that includes information about interest rates, fees, the balance owed, and a loan repayment schedule
- Deferment or forbearance of repayment for certain defined periods, if qualified and requested
- Prepayment of loan in whole or in part anytime without an early-repayment penalty
- Documentation that loan is paid in full
- In accordance with the Borrower’s Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrigh.ts.pdf, attached to the Master Promissory Note (MPN) the student has the responsibility for the following:
  - Completing exit counseling before leaving school
  - Repaying loan according to repayment schedule even if not completed academic program, dissatisfied with the education received, or unable to find employment after graduation.
  - Notifying lender or loan servicer if:
    - Move or change my address
    - Change telephone number
    - Change name
    - Change SSN
    - Change employers, employer’s address or telephone number changes
  - Make monthly payments on loan after grace period ends, unless a deferment or forbearance
  - Notifying lender or loan servicer of anything that might later change eligibility for an existing deferment or forbearance

**Student Loan Code of Conduct**

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

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

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

Statement of Educational Purpose
The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies that (1) will use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) are in default on a federal student loan or have made satisfactory arrangements to repay it, (3) do not owe money back on a federal student grant or have made satisfactory arrangements to repay it, (4) will notify your college if you default on a federal student loan and (5) will not receive a Federal Pell Grant from more than one college for the same period of time. The parent or student, signing the Free Application for Federal Student Aid (FAFSA) agrees, if asked, to provide information that will verify the accuracy of your completed form. This information may include U.S. or state income tax forms that you filed or are required to file. Also, you certify that you understand that the Secretary of Education has the authority to verify information reported on this application with the Internal Revenue Service and other federal agencies. If you sign any document related to the federal student aid programs electronically using a Personal Identification Number (PIN), you certify that you are the person identified by the PIN and have not disclosed that PIN to anyone else. If you purposely give false or misleading information, you may be fined up to $20,000, sent to prison, or both.

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

State Grants
The actual amount of state grants awarded to any student is contingent on availability of funds. The University cannot guarantee any funding from the state grant sources listed as the list is subject to change without notice based upon changes in state law or regulations and/or University participation. 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.

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.

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

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

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

Private outside entities fund external scholarships. Many are available to University of Phoenix students and the general population. Depending on the external scholarship requirements, student eligibility may be need-based, merit-based or credit-based. The CSE will evaluate external scholarship programs, determine applicability to the University student populations, and will communicate these opportunities to students and campuses.

The website, http://www.phoenix.edu/tuition_and_financial_options/scholarships/institutional-scholarships.html, is updated regularly for institutional scholarships, qualifications, and selection criteria specific to University of Phoenix current and potential students as opportunities become available.

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

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

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

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

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

Federal Financial Aid Application Process

A student can apply for federal financial aid after submitting an application for admission to the local campus or via MyApply® and registering for courses in an eligible degree program. During the application process, the following forms may be completed for federal financial aid grants and loans:
- University of Phoenix Financial Aid Application
- Current award year Free Application for Federal Student Aid (FAFSA)
- Federal Stafford Direct Loan Master Promissory Note (MPN)
- Entrance Counseling

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

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

For more information on federal financial aid eligibility go to http://www.phoenix.edu/tuition_and_financial_options/financial_options/financial-aid-options-non-citizens.html

Reapplication Process

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

Cancellation of Federal Financial Aid

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

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

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

Verification

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

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

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

Professional Judgment

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

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

The University will complete Verification before exercising professional judgment.
Satisfactory Academic Progress

Satisfactory Academic Progress for Federal Financial Aid

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

Evaluation

The University evaluates SAP for the student’s primary program of study, based on a completed payment period (generally, at least 12 credit hours and 15 weeks of instruction).

Grade Point Average (GPA)

A cumulative program GPA is calculated using only grades earned at the University for the student’s primary program of study.

Pace of Completion (Pace)

Students must earn at least 67 percent of the credit hours attempted toward completion of the primary program of study. Credit hours taken at other institutions and accepted toward students’ primary program of study at the University are included in both attempted and completed credit hours when measuring pace of completion. The pace of completion is calculated using the following formula:

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

Maximum Time Frame

The maximum timeframe to complete the program cannot exceed 150 percent of the published length of a program, measured in credit hours attempted, for undergraduate and graduate students. Progress is evaluated cumulatively for students’ primary program of study, at the end of each completed payment period.

Financial Aid

Financial Aid Disqualification (FD)

Students on financial aid warning (FW) status who do not meet all three of the financial aid SAP components (defined above) at the end of the next completed payment period, are not eligible for additional federal financial aid and will be placed on financial aid disqualification (FD) status.

Students placed on FD status are not eligible for federal financial aid but may be eligible to appeal this status for consideration of significant extenuating circumstances.

Financial Aid Probation (FP)

Students who successfully appeal an FD status are placed on financial aid probation (FP) status.

The University will disburse federal financial aid funds to students with an FP status for one probationary payment period, provided that all other eligibility requirements are met.

The University will notify students when their financial aid status changes.

Reestablishing Academic Progress

Students on a financial aid warning (FW) status can retain eligibility without filing an appeal by meeting all three of the financial aid SAP components defined above by the end of the FW payment period.

Students who reach a financial aid disqualification (FD) status can change their status only through the financial aid SAP appeal process. Students may not regain eligibility for federal financial aid by merely paying for courses or sitting out for an increment.
Federal Financial Aid Appeals

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

<table>
<thead>
<tr>
<th>Status</th>
<th>What to do</th>
</tr>
</thead>
</table>
| Financial Aid Disqualification (FD) | **It is highly recommended students contact their finance advisor prior to submitting an appeal. The finance advisor will be able to answer questions and provide specific time-frames for SAP appeals.** Submit an appeal packet, along with supporting documentation directly to the PJ fax line at 877-290-8683. The packet must include:  
  - Professional Judgment SAP appeal template, hand signed and dated. (The SAP appeal template can be found at www.faw.phoenix.edu or by contacting your campus advisor.)  
  - A detailed explanation and timeline corresponding to courses in which SAP standards were not met and how the situation has been resolved.  
  - Supporting documents for all issues mentioned in statement.  
  - Provide a statement explaining, in detail, the steps that will be taken and resources that will be used to ensure remaining courses are successfully completed. Approval and/or reinstatement of financial aid eligibility is not guaranteed. The Professional Judgment Team reviews all appeals on a case-by-case basis. Approval is only granted when there are significant extenuating circumstances. All decisions made by the Professional Judgment Team are final. The University allows students a maximum of two approved appeals during enrollment at the University. The appeals cannot be consecutive and will only be considered if significant extenuating circumstances exist. If the appeal is approved the student is placed on financial aid probation (FP) status and eligible for federal financial aid for one additional payment period.  
  - The University will disburse federal financial aid funds to students on financial aid probation (FP) status for one payment period, provided all other eligibility requirements are met.  
  - The student must meet University financial aid SAP standards at the end of the subsequent payment period to maintain federal financial aid eligibility.  

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

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

Contact a local campus for detailed information regarding actual tuition and fee information.

Policy

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

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

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

Tuition

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

Electronic Course Materials and Books

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

Living Expense

- Housing
- Transportation excluding Online students
- Miscellaneous

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

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

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

Loan Fees

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

School Supplies

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

Tribal Budget

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

Leave of Absence

Leave of Absence for Federal Financial Aid

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

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

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

Leave of Absence

Request Form

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

Leave of Absence

Request Form

or

Written

Request

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

Unofficial

Withdrawal

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

Length

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

Extension

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

Prior Loan Deferments

Terms and Conditions

Failure to Return

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

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

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 of the following:

- Perform volunteer work
- Perform military service
- Teach or practice medicine in certain types of communities
- Meet other criteria specified by the forgiveness program


Application of Funds

The University will only apply federal financial aid funds to allowable charges. Allowable charges are defined as tuition (including Direct Study and state sales tax), electronic course materials, and California Student Tuition Recovery Fund (STRF) Assessment Fee (if applicable).

Federal financial aid and state assistance funds are retained at the time of disbursement to pay allowable charges owed the University because of monies returned to the student or parent, or returned to the federal financial aid or state assistance program.

Authorization to Apply to Future Charges

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 Apply to Future Charges form during the financial aid application process, the University also retains federal financial aid funds for unpaid estimated future charges owed to the University for the loan period/academic year. Future charges are defined as allowable charges that have not been charged to a student account.

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 allowable charges and prior year charges retained prior to the University receiving the authorized cancellation will remain on account. If modifications have been requested, subsequent disbursements will be processed according to remaining authorizations.
There are three options to notify the University regarding Authorization to Apply to Future Charges form:

- Initial notification on financial aid website (FAW), https://faw.phoenix.edu/
  - The student is prompted to answer authorization to apply funds questions when completing the financial aid application process.
  - When a student electronically signs and submits the Authorization to Apply to Future Charges form, they no longer have access to make corrections on the FAW for that award year.
- Update or Change Authorization to Apply to Future Charges
  - If a student or parent wants to update original authorization to apply funds, they can submit signed and dated statement outlining any changes to the Authorization to Apply to Future Charges form at any time. Student completes and faxes to AFA for processing. A submitted update is only in effect for future disbursements and the authorizations are retroactive.
- Signed statement
  - The University will accept a signed statement from a student or parent outlining any changes to the Authorization to Apply to Future Charges form at any time.
  - AFA processes the request accordingly.
  - A submitted update is only in effect for future disbursements and authorizations are not retroactive.

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

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

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

Treatment of Unclaimed Federal Financial Aid Credit Balance
If the University is unable to locate a student to pay a credit balance and has exhausted all possible avenues to find the student, the University will return the credit balance to the federal financial aid programs.

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

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

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

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

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

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

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

Financial Aid Disbursements

Federal

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

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

Disbursement for Books and Supplies

Pell eligible students who have completed all student eligibility requirements 10 days prior to the start of the academic year/payment period and will have a federal financial aid credit balance may request to use Pell funds to purchase books and supplies. The student will be provided with the lesser of the credit balance or amount needed for the books and supplies as determined by the University by the 7th day of the payment period.

The credit balance will be provided as a book voucher. Students receiving funds through this method do not need to provide written authorization and may opt out of receiving a book voucher. If a student opts out of receiving the voucher, the credit balance will be sent to them approximately two weeks after all federal financial aid funds have been disbursed.

State

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

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

Attendance

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

Class Attendance

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

Online

In order to be in attendance during a week, a student must post at least one message to any of the course forums on two separate days during the online week. Deadlines for attendance are based on Mountain Standard Time (MST). Attendance is tracked automatically in all Online courses.

In classes at the Online campus, a class "session" is defined as 12:00 a.m. (MST) Tuesday to 11:59 p.m. (MST) the following Monday. If a student posts a message to a class newsgroup on any two days during that week, the student is in attendance for that class session.

In associate degree courses at the Online Campus, a class "session" is defined as 12 am (MST) Monday to 11:59 pm (MST) the following Sunday. If a student posts a message to a class newsgroup on any two days during that week, the student is in attendance for that class session.

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

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

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

To maintain continuous attendance and financial aid eligibility, the following activities that occur on or after the course start date and on or before the course end date will be considered academically related activities. Academically Related Activities (ARAs) determine a student's enrollment status with the University. Students can maintain continuous enrollment by ensuring no more than 14 days elapse between posting attendance at an academically related activity.

School of Advanced Study Students:
- All OLS Postings in a course (includes discussions, assignments, and quizzes, learning team activities)

For Online/Directed Study Students:
- Physical Attendance; verified by a signed attendance roster
- Assignments posted via the assignment link
- Learning Team Acknowledgements via assignment link

School of Advanced Study Students:
- Online Learning System (OLS) posts occurring during Online workshop week will be counted as an academic related activity
- Messages posted in all class forums, physical attendance, submitting assignments via the Assignments link, and acknowledgment participation in the completion of the learning team deliverable all count as Academically Related Activities.

Financial Policies and Procedures

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

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

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

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

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

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

Tribal Funding
Several American Indian tribal nations provide funding for the tuition of a student who is a recognized member. Learn more about ways students help finance their education online at www.phoenix.edu/content/altcloud/en/tuition_and_financial_options/tuition_and_fees.html.
Payment Policies

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

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

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

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

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

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

Processing and Late Fees

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

Tuition Deferral Options

Tuition and fees can be deferred up to 60 days from the start of a course if the following information is provided prior to a student's course start date:

- A signed Tuition Reimbursement Certification and Authorization Form along with a valid credit card or debit card
- A completed Student Authorization Form

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

Financial Options Guide

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

Financial Obligation

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

Drop Credit Policy

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

Eligibility Requirements

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

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

Deadlines

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

Credit Amount

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

Veterans Educational Benefits

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

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

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

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

More information about veterans’ benefits can be reviewed at http://www.phoenix.edu/colleges_divisions/military.html. Visit the Department of Veterans Affairs website, www.gibill.va.gov, for additional information on educational entitlements.
Credit for Prior Education and Training
Credit for prior education or training must be evaluated and reported to the U.S. Department of Veterans Affairs (DVA) prior to the start of week 25 of enrollment. The DVA may not always pay DVA education benefits after week 24 if the DVA records indicate the student has a large amount of transfer credits. Please ensure all prior education transcripts, DD-295, DD-214, Army/American Council on Education Registry Transcript System (AARTS), Coast Guard institute transcripts, and Sailor/Marine/American Council on Education Registry transcripts are submitted for evaluation in a timely manner. The student is responsible to ensure all transcripts are submitted to the University. Academic credit earned for courses appearing on an official transcript from a regionally accredited or candidate for accreditation college or university will be evaluated according to University policies and accepted subject to the approval of the University Office of Admissions and Evaluation.

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

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

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

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

Military Tuition Assistance
To obtain federal military tuition assistance, visit the education office to receive college counseling and develop an education plan. From that point, a student can submit a military Tuition Assistance request, [http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html](http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html)
A student can currently receive 100 percent federal tuition assistance from military service, with a $250 cap per semester hour and a $4,500 annual limit.
If a student wants to apply the military tuition assistance, a student will need to submit a completed authorization form to a Military University Representative at least two weeks before a course start date.

DVA Tuition Assistance Top-Up Benefit
Active duty students requesting to use the Tuition Assistance Top-Up (TATU) benefit program should direct all questions or concerns to the DVA at 1-888-GI-BILL-1 (1-888-442-4551) or online at [www.gibill.va.gov/](http://www.gibill.va.gov/). University of Phoenix VA certifying official is not involved in the processing of any TATU request.
For more information about VA Tuition Assistance and financial options, go to [www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html](http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html).
Readmission of Servicemembers

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

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

Note: A student who submits an application for readmission to the University must provide documentation to establish that the student has not exceeded the specified service limitations and that the student’s eligibility for readmission has not been terminated. Examples of documentation to verify that the student is still within the acceptable service limitations include the student’s deployment paperwork or a letter from the commanding officer that includes the student’s dates of service.

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

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

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

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

- A separation of such person from the Armed Forces (including the National Guard and Reserves) with a dishonorable or bad conduct discharge, OR
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, OR
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC, http://uscode.house.gov/download/title_10.shtml.

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

Accreditation, Licensures, Reviews, and Approvals

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

Federal

U.S. Department of Education, Certificate of Eligibility

State and International Licensures

University of Phoenix is approved to operate in most U.S. states, territories and possessions, either through licensure, registration, general or specific approvals or annual extension of exemption.

- Alabama Commission on Higher Education
- Alaska Commission on Postsecondary Education
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- 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 Nonpublic Postsecondary Education Commission
- State of Hawaii, Office of the Governor
- Idaho State Board of Education
- Illinois Board of Higher Education
- State of Indiana Commission on Proprietary Education (COPE)
- Iowa College Student Aid Commission
- Kansas Board of Regents
- Kentucky Council on Postsecondary Education
- State of Louisiana Board of Regents
- Maryland Higher Education Commission
- Commonwealth of Massachusetts Board of Higher Education
- State of Michigan Department of Education, Postsecondary Services
- Minnesota Office of Higher Education
- Mississippi Commission on College Accreditation
- State of Missouri Coordinating Board of Higher Education
- 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 for 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 State Counsel of Higher Education
- The State Council of Higher Education for Virginia
- State of Washington Higher Education Coordinating Board
- State of Wisconsin Educational Approval Board
- Wyoming Department of Education

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

Program Accreditation

University of Phoenix School of Business/Business Programs

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

ACBSP
11520 W. 119th St.
Overland Park, KS 66213
Phone: (913) 339-9356
http://www.acbsp.org

College of Nursing/Nursing Programs

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

CCNE
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
Phone: (202) 887-6791 Fax: (202) 887-8476
http://www.aacn.nche.edu/accreditation/
College of Education/Education Programs
The Master of Arts in Education program with options in Elementary Teacher Education and Secondary Teacher Education has been approved for initial accreditation by the Teacher Education Accreditation Council (TEAC) for a period of five years, from December 20, 2007 to December 20, 2012.

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

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

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

College of Social Sciences/Counseling Programs
The Master of Science in Counseling Program with a specialization in Community Counseling (Phoenix and Southern AZ campuses) and the Master of Science in Counseling Program in Mental Health Counseling (UT 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
Phone: (703) 535-5990
http://www.cacrep.org

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

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

During each fiscal year from September 1 to August 31, the colleges and schools within the University follow pre-established plans to conduct programmatic assessment. Plan progress is monitored quarterly through the fiscal year. The process for assessment of academic programs uses the following four phases:
1. Assessment Planning
2. Collecting Evidence and Analyzing Data
3. Implementing Improvement
4. Monitoring Effectiveness of Improvements

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

Students or potential students may obtain a copy of the improvement plan for a specific program by contacting

University of Phoenix Office of Academic Administration
4615 E. Elwood St.
Mail Stop: AA-S402
Phoenix, AZ 85040

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

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

University of Phoenix has established reverse transfer agreements with partnering institutions. With a Reverse Transfer Agreement in place, University of Phoenix will notify the partner transfer institution and provide directory information for students meeting certain credit requirements that indicate the student may be eligible to earn an associate’s degree from the transfer institution. The transfer institution may pursue communication with the student to discuss requirements and may award the associate’s degree to the student per their discretion.

Graduation Rates

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

Retention Rates

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

Student Diversity

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

Types of Education Graduates Enroll

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

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

- Master of Business Administration
- Master of Science in Psychology
- Master of Science in Accountancy
- Master of Management
- Master of Information Systems
The data is derived from the IPEDS completion survey (July 1, 2009-June 30, 2010 data) and the IPEDS Fall Enrollment survey (fall 2009 data).

**Alumni Attending Graduate School**

Forty-three percent of University of Phoenix alumni indicated they are attending, or plan to attend, graduate school.

Of this 43%, 71% are currently pursuing a graduate degree at the University of Phoenix.

Of this 43%, 20% plan to pursue a graduate degree at the University of Phoenix.

**Working Alumni**

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

<table>
<thead>
<tr>
<th>Industry</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>16%</td>
</tr>
<tr>
<td>Health Services</td>
<td>15%</td>
</tr>
<tr>
<td>Technology</td>
<td>9%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>6%</td>
</tr>
<tr>
<td>Federal Government</td>
<td>5%</td>
</tr>
<tr>
<td>State and Local Government</td>
<td>5%</td>
</tr>
<tr>
<td>Retail Trade (Non-Restaurant)</td>
<td>4%</td>
</tr>
<tr>
<td>Banking</td>
<td>3%</td>
</tr>
<tr>
<td>Business Services</td>
<td>3%</td>
</tr>
<tr>
<td>Insurance</td>
<td>3%</td>
</tr>
<tr>
<td>Communications or Media</td>
<td>3%</td>
</tr>
<tr>
<td>Finance</td>
<td>3%</td>
</tr>
<tr>
<td>Transportation</td>
<td>2%</td>
</tr>
<tr>
<td>Military</td>
<td>2%</td>
</tr>
<tr>
<td>Social Services</td>
<td>2%</td>
</tr>
<tr>
<td>Construction</td>
<td>1%</td>
</tr>
<tr>
<td>Tourism/Hotels/Entertainment</td>
<td>1%</td>
</tr>
<tr>
<td>Real Estate</td>
<td>1%</td>
</tr>
<tr>
<td>Restaurant</td>
<td>1%</td>
</tr>
<tr>
<td>Legal</td>
<td>1%</td>
</tr>
<tr>
<td>Personal Services</td>
<td>1%</td>
</tr>
</tbody>
</table>

**Alumni Occupations**

The following represents occupations of University alumni:

- Other: 19%
- Executive, Manager, Administrator: 16%
- Teacher/Educator/Education Administrator: 8%
- Admin Support, Records/Data Processor: 7%
- Sales or Marketing Representative: 5%
- Registered Nurse/Other Nursing Professional: 5%
- Technician/Technologist: 5%
- Computer Programmer/Systems Analyst: 3%
- Accountant: 3%
- Other Health Professional: 3%
- Engineer/Architect: 2%
- Business Consultant: 2%
- Business Owner: 2%
- Psychologist, Counselor, Social Worker: 2%
- Protective Services (Police, Fire, Security): 2%
- Military Personnel: 1%
- Food or Personnel Service: 1%

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

**Withdrawing From the University**

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

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

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

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

Unofficial Withdrawal

Withdrawal Date
Students who do not provide official notification to the University of their intent to withdraw are considered unofficial withdrawals after 14 consecutive days of nonattendance at an academically related activity. If a student requests an extension of the course he/she is currently attending and his/her intent is to complete the course, the days in the extension period will not count towards the 14 days of nonattendance at an academically related activity. In addition, students on an institutionally scheduled break of greater than five days or who have been granted an inclement weather exception will not have the days count towards the 14 days of nonattendance at an academically related activity. The withdrawal date for a student who ceases attendance at the University, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance at an academically related activity determined from the University’s attendance records. In the case of a student who has received an approved leave of absence, the University will review the student record on or after their originally approved return date. The review determines if the student reentered as scheduled, or did not reenter as scheduled and must be withdrawn for the purposes of the Return of Title IV (R2T4) calculation and deferment processing.

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

Administrative Withdrawal

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

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

Return of Federal Financial Aid

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

Federal regulations specify how the University must determine the amount of federal financial aid earned when a student withdraws from the University. The percentage amount of federal financial aid a student earned in a payment period is calculated as follows:

Total Number of Calendar Days Completed in Payment Period
Total Number of Calendar Days in Payment Period

The amount of federal financial aid a student earned is determined on a rate-of-progress basis. For example, if a student completes three out of 12 credit hours in the payment period, the student has earned 25 percent of the payment period 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 federal financial aid credit balance created during the payment period will not be released to the student nor returned to a federal financial aid program prior to performing the R2T4 Calculation. The University retains these funds even if, under the 14-day credit balance payment requirements, funds are otherwise required to be released. The University will perform the R2T4 Calculation, including any existing federal financial aid credit balance for the period in the calculation as disbursed aid.

A federal financial aid credit balance from a prior period that remains on a student account when a student withdraws will be included as federal financial aid for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws.
Upon completion of any applicable refund policies, any federal financial aid credit balance will be allocated first to repay any grant overpayment owed by a student as result of the current withdrawal. Within 14 days of the date that the University performs the R2T4 Calculation, the University will pay any remaining federal financial aid credit balance in one or more of the following ways:

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

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

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

The calculation for unearned federal financial aid is as follows:

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

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

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

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

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

**Return of Unearned Federal Financial Aid**

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

- The total amount of unearned aid; or
- The amount equal to the total University charges incurred by the student for the payment period multiplied by the percentage of unearned aid

University charges incurred by the student will include tuition, fees, books and directed study including state sales tax initially assessed the student for the entire payment period. Initial charges will only be adjusted by those changes the University makes prior to the student withdrawal.

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

Charges should not reflect Withdrawn (W) grade adjustments. After the University has allocated its portion of unearned funds, the student must return assistance owed in the same order specified above for the University. The amount of assistance that the student is responsible for returning is calculated by subtracting the amount returned by the University from the total amount of unearned federal financial aid to be returned. The student, or parent in the case of funds due to a parent PLUS Loan, must return or repay, as appropriate, the amount determined to any federal financial aid program in accordance with the terms of the loan; and any federal grant program as an overpayment of the grant. The amount of a grant overpayment due from a student is limited to the amount by which the original grant overpayment amount exceeds one-half of the total federal grant funds received by the student.

**Timelines for Return of Federal Financial Aid**

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

**Timeframe for Returning Unclaimed Credit Balance**

If the University attempts to disburse a credit balance by check and the check is 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 (EFT) is rejected, the University may make additional attempts to disburse the funds, provided those attempts are made no later than 45 days after the funds were returned or rejected. When a check is returned or an EFT is rejected and the University does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.

**Program and/or Version Changes**

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

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

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

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

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

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

Example of a refund on attendance for a 9-week course:
- Attend 1 week 89% refund due
- Attend 2 week 78% refund due
- Attend 3 week 67% refund due
- Attend 4 week 56% refund due
- Attend 5 week 44% refund due
- Attend 6 week no refund due

State Refund Policies

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

Arizona

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

Florida

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

Georgia

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

Indiana

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

A student is entitled to a full refund if one or more of the following criteria are met:
- The student cancels the Enrollment Agreement within six business days after signing.
- The student does not meet the University minimum admission requirements.
- The student’s enrollment was procured as a result of a misrepresentation in the written materials utilized by the University.

If the student has not visited the University prior to enrollment and, upon touring the University or attending the regularly scheduled orientation or classes, the student withdrew from the program within three days.

Department of Consumer Affairs
1625 North Market Boulevard
Sacramento, CA 95834
(800) 952-5210
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 50% refund due
- Attend 4 weeks 50% refund due
- Attend 5 weeks 40% refund due
- Attend 6 weeks no refund due

Kentucky

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

Louisiana

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

Minnesota

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

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

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 if they withdraw within five calendar days of signing the Enrollment Agreement.
- A student who withdraws before the first class and after the five-day cancellation period is obligated for the registration fee.
- To cancel enrollment, a student must notify the local campus in writing on or before the three-day period. After the three-day period, all fees, including applications fees, assessment fees, and book fees, are non-refundable.
- A tuition refund must be requested in writing to the student's local campus.
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 exclusive rights of the copyright owner is an infringer of the copyright or right of the author.”

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

Peer-to-Peer File Sharing

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

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

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

Violations and Penalties under Federal Law

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

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

Oregon

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

South Carolina

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

- Students have a right to a full refund of all monies paid, including application and materials fees, if they withdraw within 72 hours excluding weekends and legal holidays after signing the Enrollment Agreement.
- A full refund of all monies will be made to any applicant not accepted by the University.
- After the 72-hour cancellation period, the University may retain up to a $100 if the student does not attend a course.
- The University may retain an administrative fee up to $100.
- Refunds will be paid within 40 days of a student’s official withdrawal.

Wisconsin

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

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

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. Sections 504, 505.

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 exclusive rights of the copyright owner is an infringer of the copyright or right of the author."

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

Peer to Peer File Sharing

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

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

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

Violations and Penalties under Federal Law

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

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

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Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense.
University Plans to Effectively Combat Unauthorized Distribution of Copyrighted Material; Student Sanctions

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

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

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

Disciplinary sanctions will be based on the seriousness of the situation and may include remediation based on a comprehensive system of graduated responses designed to curb illegal file sharing and copyright offenses through limiting and denial of network access or other appropriate means. These sanctions may be in conjunction with additional sanctions through the University Student Code of Conduct, its Acceptable Use Policy and any other University policy applicable to the particular situation.

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

Education and Awareness

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

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

Legal Sources for Online Music and Videos

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

- EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: http://www.educause.edu/legalcontent
- 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-services

The Legal Sources for online music and videos was completed in July 2011.

Digital Millennium Copyright Act (DMCA) Policy

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

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

The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeat infringers accounts under the Digital Millennium Copyright Act (DMCA). The copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

University of Phoenix, Inc.
Attn: Copyright Agent
Subject: Copyright Compliance
4025 S. Riverpoint Parkway, CF-K612
Phoenix, AZ 85040
Email: 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 you may be liable for damages including costs and attorneys fees if you falsely claim that someone is infringing on your copyright. Alternatively, you can also be liable for damages including attorneys’ fees if you materially misrepresent that an activity is infringing on the copyright of another. Therefore, the University recommends contacting an attorney if you are unsure whether your work or the work of another is protected by copyright laws.
Filing Notice of Alleged Infringement

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

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

Filing Counter Notification of Alleged Infringement

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

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

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

Vaccinations and Immunizations

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

Campus Safety Policies

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

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

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

Campus Crime Statistics

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

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 polices and procedures relating to campus safety, at anytime without notice.
Statement of Policy On Sex Offender Registration

The Federal Campus Sex Crimes Prevention Act requires colleges and universities to issue a statement advising the campus community where state law enforcement agency information concerning registered sex offenders may be obtained. The Act also mandates that sex offenders who are already required to register in a state to provide notice of each institution of higher education in that state at which the offender is employed or is a student. To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at http://www.sexoffender.com or http://nsopr.gov. You can search by city, county, or zip code. This information is collected by other agencies and this institution cannot guarantee this information is correct or complete. The information provided here is intended to be in compliance with the Campus Security Act and for campus safety purposes only. It should not be used to intimidate, threaten, or harass. Misuse of this information may result in prosecution.

Emergency Mass Notification Policy

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

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

An emergency is defined as a situation that poses an immediate threat to the health or safety of someone in the University community at a University site or that significantly disrupts Apollo programs and activities. The Emergency Mass Notification policy applies to all officers and employees for Apollo, Apollo’s U.S. based subsidiaries, faculty, and students of University of Phoenix in an emergency, dangerous or otherwise high-risk situation at a University site.

The policy can be viewed in its entirety in the Campus Safety Policies Manual located 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_safety_contact_list.html.

Drug and Alcohol Abuse Prevention Program

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

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

Standards of Conduct

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

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

Pell Grant

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

Federal Financial Aid Penalties for Drug Violations

Federal guidelines focus strongly on illicit drug use and distribution. The Higher Education Opportunity Act states students convicted for an illicit drug violation can be denied federal financial aid for a specific period, in addition to other legal penalties. The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense, "Have you ever been convicted of possessing or selling illegal drugs?" If you answer ‘yes,’ complete and submit this application, and we will send you a worksheet in the mail for you to determine if your conviction affects your eligibility for aid.” Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines up to $20,000, imprisonment or both. More information about federal penalties and sanctions is located at www.usdoj.gov/dea-agency/penalties.htm
Penalties for Drug Convictions:
If the student was convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.
Possession of Illegal Drugs:
• For a first offense, a student loses eligibility for federal financial aid for one year from the date of conviction.
• For a second offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
• For a third offense and subsequent offenses, a student is indefinite ineligibility for federal financial aid from the date of conviction.
Sale of Illegal Drugs:
• For a first offense, a student loses eligibility for federal financial aid for two years from the date of conviction.
• For a second offense and subsequent offenses, a student is indefinite ineligibility from the date of conviction.
How to Regain Eligibility
A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program or passes two unannounced drug tests given by such a program.
A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program that must
• Include at least two unannounced drug tests;
AND
• 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.

Constitutions During Enrollment
Federal regulations require enrolled students convicted of a drug offense after receiving federal financial aid to notify Apollo Financial Aid (AFA) immediately, become ineligible for further federal financial aid and repay federal financial aid received after the conviction.
Institutional Sanctions for Alcohol and Drug Violations
Any member of the University community found consuming or selling alcohol or drugs on University property shall be subject to discipline on a case-by-case basis.
• Discipline will be based on the seriousness of the situation.
• A case may result in dismissal from the University.
• In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol.
• Additional state penalties and sanctions may also apply.
• The University has adopted a zero tolerance policy regarding underage drinking.

Title II of the Higher Education Act-Academic Year 2009-2010 Report
In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University’s program offerings, student demographics and student performance in those states where the University has teacher education programs that have produced program completers also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. For an overview of the information contained in the Institutional Report for University of Phoenix, go to http://www.phoenix.edu/about_us/regulatory/consumer-information/title-ii-hea-pass-rate-information.html.
STUDENTS’ RIGHTS AND RESPONSIBILITIES

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. 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.
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.

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

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

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

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

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

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

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

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

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

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

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.

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.
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 to disrupt the mission, processes, or orderly functions of the University will be deemed misconduct and shall be subject to appropriate disciplinary action.

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

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.

2. Harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.

3. Sex discrimination/harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member. This includes, but is not limited to, sex discrimination, sexual harassment, unwelcome conduct of a sexual nature, unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal, or physical conduct of a sexual nature including sexual violence.

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

5. Disruptive behavior that hinders or interferes with the educational process.

6. Violation of any applicable professional codes of ethics or conduct.

7. Failure to promptly comply with any reasonable directive from faculty or University officials.

8. Failure to cooperate in a University investigation.

9. Carrying of weapons on campus, at campus-sanctioned events, or when meeting with campus personnel. (This policy is not applicable to students who are law enforcement officers required by law to carry firearms at all times).

10. Using, dealing in, or being under the influence of alcohol or illegal drugs while in class, at campus-sanctioned events, or when meeting with campus personnel.

11. Failure to maintain confidentiality and respect the privacy of personal or professional information communicated about clients, one’s employer, other students or their employers.

12. Falsification, alteration or invention of information, including, but not limited to, any third party document used to apply for financial aid, or lying during a University investigation.

13. Violation of the Student Code of Academic Integrity.

14. Violation of the policy on Acceptable Use of University Computing and Communication Resources for Students and Faculty.

15. Hazing (any action which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any University-sanctioned organization).

16. Violation of University regulations and policies (in addition to those regulations and policies covered by items 1-15 above).

17. Violation of federal, state, provincial, or local laws or regulations that impacts the University’s educational environment.

Student Code of Academic Integrity

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

By virtue of membership in the University’s academic community, students accept a responsibility and obligation to abide by this Student Code of Academic Integrity, which is a part of the Student Code of Conduct. Academic integrity violations include all forms of academic dishonesty, including but not limited to the following:

a. Plagiarism - Intentional or unintentional representation of another’s words or ideas as one’s own in an academic exercise. Examples of plagiarism include but are not limited to:

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

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

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

• Failure to properly cite and reference statistics, data, or other sources of information that are used in one’s submission.
b. Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and turned in without fair citation of the original work and prior approval of faculty. Students who submit assignments that were previously submitted are subject to the same consequences they would face if they plagiarized these assignments. The use of one’s previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

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

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

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

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

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

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

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

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

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

A. Alleged Violations:

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

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

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

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

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

B. Investigation:

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

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

3. While an alleged violation of the Student Code of Conduct is being investigated, a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with Apollo Legal Services and/or the Office of Dispute Management.
C. Notification:
1. A student who is charged with a violation of the Student Code of Conduct shall be notified of the specific charge(s) in writing by United Parcel Service (UPS) and/or by additional means which may validate proof of receipt, and shall be given ten days to submit a written response to the designated University official. (Note: If this is a drug and/or alcohol related offense you must also notify the Office of Dispute Management.)
2. Failure of a student to respond to the Charging Letter shall result in suspension from the University following completion of the current course if the student is then actively attending classes and is not subject to immediate suspension.
3. In those instances where the campus determines the conduct does not warrant a Charging Letter, it may choose to issue a Warning Letter and/or provide counseling to the student. Note: A Warning Letter is not appealable.
4. In Title IX cases the complainant(s) shall be notified of the conduct procedures and notified of when and if a Charge Letter or warning is sent to the respondent(s).

D. Student Response
1. A student response acknowledging guilt will be sent to the Campus Director of Academic Affairs, the Campus Director of Operations, the Registrar (only in violations relating to student records) or their designee who will determine the appropriate sanctions.
2. In Title IX cases, a student response acknowledging guilt will follow the Title IX committee process outlined below.
3. A student response denying the charge(s) will follow the committee process outlined below.

E. Committees:
1. Campus Committee:
   a. After the campus investigation is completed and the student has responded to the Charging Letter, a Campus Committee shall be convened to review the file and make findings and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (a designee may be appointed if the Director has recused himself/herself).
   b. The Campus Committee shall be chaired by a full-time campus administrator.
   c. The Campus Committee composition shall be at least three impartial individuals who have no prior involvement with the student or the investigation: a campus administrator, a faculty member, and a student representative.
   d. The Campus Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Director of Academic Affairs or designee about whether a violation occurred and what sanction, if any, is warranted.
2. Registrar’s Committee:
   a. After the Apollo Ethics and Compliance Department’s investigation is completed and the student has responded to the Charging Letter, a Registrar’s Committee shall be convened to review the file and make findings and recommendations to the Registrar (a designeemay be appointed if the Registrar has recused himself/herself).
   b. The Registrar’s Committee shall be chaired by an Associate Registrar or Director from the Registrar’s Office (or designee).
   c. The Committee composition shall be at least three impartial individuals, who have no prior involvement with the student or the investigation: an Associate Registrar (or designee), Director or Operations Manager from the Registrar’s Office or designee, a Director from University Services (or designee), and the Director of Student Financial Aid programs or Director of Student Financial Accounting or Campus Director of Finance, as appropriate.
   d. The Registrar’s Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Registrar or designee about whether a violation occurred and what sanction, if any, is warranted.
3. Title IX Committee:
   a. After the investigation is completed and the student has responded to the Charging Letter, opposing parties will be afforded the opportunity to present written witness statements for inclusion in the Title IX Case Packet.
   b. The Title IX Committee shall be convened to review the file and make findings and recommendations to the Campus Director of Academic Affairs or the Campus Director of Operations (a designee may be appointed if the Director has recused himself/herself).
   c. The Title IX Committee shall be chaired by a full-time campus administrator or designee.
   d. The Title IX Committee composition shall be at least three impartial individuals who have no prior involvement with the parties or the investigation: a director (or designee), a faculty member, and a student.
   e. The Title IX Committee shall use the preponderance of the evidence standard of proof (more likely than not) to weigh the evidence and make a recommendation to the Director of Academic Affairs or designee about whether a violation occurred and what sanction, if any, is warranted.
F. Committee Process:

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

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

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

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

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

G. Decision:

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

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

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

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

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

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

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

H. Sanctions:

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

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

I. Appeals:

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

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

3. If the sanction against the student is expulsion, the review of the appeal shall be conducted by the Senior Management Review Committee (SMRC) in the Office of Dispute Management. The SMRC is usually comprised of the Provost, the Vice President of University Services, and the Dean of the accused student’s college (or their respective designee). The decision of the SMRC is final and shall be communicated directly to the student and the campus.
The following policy and procedures are to be used to resolve disputes by both current and former students of the University. Students are encouraged to bring the concerns outlined below to the attention of the appropriate individual/department, as set forth in Step One below. These individuals/department will investigate and resolve such concerns accordingly. A covered dispute is subject to the conditions below and may be submitted to the formal Dispute Resolution Procedures set forth in this section if not satisfactorily resolved through the prior intervention of Step One.

In connection with the University policies identified in Step One below, this policy is intended to address disputes between a student and the University and create a framework by which students and the University can resolve all such disputes arising from a student's interactions with the University. Although the University strongly recommends utilization of the resources identified in Step One to resolve such disputes, the only dispute resolution policy that is mandatory is the arbitration policy. Arbitration is the exclusive means by which all covered disputes asserted by either a student (whether current or former) or the University, involving justiciable disputes and/or any justiciable matter arising from the student's interactions with the University, shall be decided and finally resolved.

Claims and/or disputes covered by this policy fall into one of two levels:

- **Level One disputes involve alleged violations of state or federal law, any statutory or common law tort claim or alleged breach of contract claim, claims of discrimination or harassment pursuant to state or federal law, or any other issue of a substantial nature. If not resolved sooner, Level One disputes may be processed through all three steps of the following Dispute Resolution Procedures.

- **Unless such issue involves a violation of law, issues of a lesser nature, for example, Student Code of Conduct violations, general student grievances, academic issues and grade disputes, etc. are considered Level Two disputes and if not resolved sooner may be processed only through Step One of the following Dispute Resolution Procedures.

### Step One: Internal Resolution

Students should first attempt to resolve any dispute or issue related to the following subject matters, or like subject matters, by contacting the following individuals/departments, and utilizing the process set forth in the corresponding section(s) of the Academic Catalog, as referenced below. Please note that the information provided below represents only the initial contact with whom such disputes should be reported. Students should carefully consult the Academic Catalog to gain a fuller understanding of the processes associated with reporting and resolving disputes related to these subject matters.

- **Allegations of sex discrimination or sexual harassment:** Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management ("ODM"). See Nondiscrimination Policy and Harassment Policy in Academic Catalog.

### Step Two: Mediation

If a Level One dispute is not resolved as a result of Step One, then prior to proceeding to Arbitration, all parties are encouraged to participate in a formal mediation session facilitated by a professional, neutral mediator. Mediation is not mandatory but is strongly encouraged as an effective way to resolve disputes. Mediation is not a mandatory prerequisite to arbitration. The physical location for the mediation shall be mutually selected by the parties. If the parties elect mediation, the student is required to pay the sum of $100 towards the mediation costs, which amount shall be paid directly to the mediator. Any other costs associated with the mediation shall be paid by the University. Both the student and the University shall submit in writing to the other the name(s) of one or more professional, neutral mediators as a potential mediator in the matter. The parties will exercise their best efforts to agree on the selection of a mediator. If the parties cannot agree on the selection of a mediator, then the parties can submit the matter to the American Arbitration Association for the purpose of having a neutral mediator appointed.

The mediator shall schedule the mediation as expeditiously as possible. All parties will have the opportunity to attend and participate in the mediation. Any party may be represented by counsel of his or her choosing, at his or her own expense. The mediator shall direct how the mediation will be conducted. As with all mediations, any resulting resolution must be agreed to by the parties, which shall constitute a final and binding resolution of the matter.
Step Three: Binding Arbitration

1. This Binding Arbitration provision ("Arbitration Agreement") is governed by the Federal Arbitration Act, 9 U.S.C. § 1 et seq. and evidences a transaction involving commerce. This Arbitration Agreement is a condition of becoming enrolled with the University. This Arbitration Agreement applies to any covered dispute arising out of or related to the student’s interactions with the University. Nothing contained in this Arbitration Agreement shall be construed to prevent or excuse the student from utilizing the University’s existing internal procedures for resolution of complaints, as set forth in Step One above, and this Arbitration Agreement is not intended to be a substitute for the utilization of such procedures. Except as it otherwise provides, this Arbitration Agreement is intended to apply to the resolution of disputes that otherwise would be resolved in a court of law, and therefore this Arbitration Agreement requires all such disputes to be resolved only by an arbitrator through final and binding arbitration and not by way of court or jury trial. Such disputes include without limitation disputes arising out of or relating to interpretation or application of this Arbitration Agreement, including the enforceability, revocability or validity of the Arbitration Agreement or any portion of the Arbitration Agreement. Regardless of any other terms of this Arbitration Agreement, claims may be brought before an administrative agency if applicable law permits access to such an agency notwithstanding the existence of an agreement to arbitrate. Such administrative claims include without limitation claims or charges brought before the U.S. Department of Education, State Boards of Education, or the Office of Federal Contract Compliance Programs.

2. Notwithstanding any other language in this Arbitration Agreement, a student’s Enrollment Agreement, the Academic Catalog or any other University policy or procedure, this Arbitration Agreement will not be unilaterally revised, modified or eliminated by the University with respect to any covered dispute after that dispute has been submitted to arbitration pursuant to this Arbitration Agreement. The University will not revise, modify or eliminate this Arbitration Agreement without giving at least thirty (30) days written notice to Students.

3. The parties shall select the neutral arbitrator and/or arbitration sponsoring organization by mutual agreement. If the parties cannot mutually agree to an arbitrator and/or arbitration sponsoring organization, the arbitration will be held and the arbitrator selected under the auspices of the American Arbitration Association ("AAA"). Except as provided in this Arbitration Agreement, the arbitration shall be held in accordance with the then current Commercial Arbitration Procedures of the AAA. The AAA rules are available at (www.adr.org). However, nothing in said rules or procedures and/or any modification thereto shall affect the enforceability and validity of the Class Action Waiver, including but not limited to, the provision that the enforceability of the Class Action Waiver may be determined only by a court and not by an arbitrator. Unless the parties jointly agree otherwise, the arbitrator shall be either an attorney who is experienced in the subject matter at issue and licensed to practice law in the state in which the arbitration is convened, or a retired judge.

4. The party bringing the claim must demand arbitration in writing and deliver the written demand by hand or first class mail to the other party within the applicable statute of limitations period. Any demand for arbitration made to the University shall be provided to the Legal Department, at 4025 S. Riverpoint Parkway, Mail Stop: CF-KX01, Phoenix, Arizona 85040. The arbitrator shall resolve all disputes regarding the timeliness or propriety of the demand for arbitration. A party may apply to a court of competent jurisdiction for temporary or preliminary injunctive relief in connection with an arbitrable controversy, but only upon the ground that the award to which that party may be entitled may be rendered ineffectual without such provisional relief.

5. In arbitration, the parties will have the right to conduct adequate civil discovery, bring dispositive motions, and present witnesses and evidence as needed to present their cases and defenses, and any disputes in this regard shall be resolved by the arbitrator.

6. CLASS ACTION WAIVER: There will be no right or authority for any dispute to be brought, heard or arbitrated as a class, collective or representative action or as a class member in any purported class, collective action or representative proceeding ("Class Action Waiver"). Notwithstanding any other clause contained in this Arbitration Agreement, the preceding sentence shall not be severable from this Agreement in any case in which the dispute to be arbitrated is brought as a class, collective or representative action. Notwithstanding any other clause contained in this Arbitration Agreement, any claim that all or part of the Class Action Waiver is unenforceable, unconscionable, void or voidable may be determined only by a court of competent jurisdiction and not by an arbitrator.

7. Each party will pay the fees for his, her or its own attorneys, subject to any remedies to which that party may later be entitled under applicable law. The University shall initially bear the administrative costs associated with the conduct of the Arbitration, subject to: (1) a one-time payment by the student toward these costs equal to the filing fee then required by the court of general jurisdiction in the state where the student in question attended the University; and (2) any subsequent award by the Arbitrator in accordance with applicable law.

8. The Federal Rules of Evidence shall apply. The arbitrator shall have jurisdiction to hear and rule on pre-hearing disputes and is authorized to hold pre-hearing conferences by telephone or in person, as the arbitrator deems necessary. The arbitrator shall have the authority to entertain a motion to dismiss and/or a motion for summary judgment by any party and shall apply the standards governing such motions under the Federal Rules of Civil Procedure and applicable federal common law.
9. Within 30 days of the close of the arbitration hearing, any party will have the right to prepare, serve on the other party and file with the arbitrator a brief. The arbitrator may award any party any remedy to which that party is entitled under applicable law, but such remedies shall be limited to those that would be available to a party in his or her individual capacity in a court of law for the claims presented to and decided by the arbitrator, and no remedies that otherwise would be available to an individual in a court of law will be forfeited by virtue of this Arbitration Agreement. The arbitrator will issue a decision or award in writing, stating the essential findings of fact and conclusions of law. Except as may be permitted or required by law, as determined by the arbitrator, neither a party nor an arbitrator may disclose the existence, content, or results of any arbitration hereunder without the prior written consent of all parties. A court of competent jurisdiction shall have the authority to enter a judgment upon the award made pursuant to the arbitration.

10. It is against University policy for any student to be subject to retaliation if he or she exercises his or her right to assert claims under this Arbitration Agreement. If any student believes that he or she has been retaliated against by anyone at the University, the student should immediately report this to ODM.

11. This section entitled “Binding Arbitration” is the full and complete agreement relating to the formal resolution of student-related disputes in arbitration. Except as stated in paragraph 6, above, in the event any portion of this Arbitration Agreement is deemed unenforceable, the remainder of this Arbitration Agreement will be enforceable. If the Class Action Waiver is deemed to be unenforceable, the University and the student agree that this Arbitration Agreement is otherwise silent as to any party’s ability to bring a class, collective or representative action in arbitration.
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ACADEMIC POLICIES

Academic Advisement

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

Registration

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

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

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

Admitted (AM) Status

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

Graduate Provisional (PV) Status

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

Registered (RR) Status

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

Registered International Credentials (RI) Status

Students using copies of international academic credentials qualify for registered with international credentials status upon completion of the application for admission and payment of the application fee (if applicable). Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under registered status. The University makes no guarantees of a favorable admission to students enrolled in course work under registered with international credentials status.
Orientation Pending (OP) Status
Undergraduate degree applicants with less than 24 credits of previous college credit/experience as listed on their admissions application will be granted Orientation Pending (OP) admitted status after all admission documents have been received, the admission file has been reviewed, and all admission requirements for the chosen program have been met. As a condition of admission, students on Orientation Pending (OP) admitted status must satisfactorily complete the University Orientation prior to gaining unconditional admission status.

Deferred Admission (DF) Status
Students will be granted deferred admission (DF) if documents or information required for admission (AM) are missing from the file. Students will remain on DF status until the required documents or information is received. Students on DF status cannot attend class and will be administratively withdrawn from the university until the status is resolved.

Conditional (CD) Status
Students who are high school seniors who have not yet graduated may be granted conditional status upon completion of the admission application and payment of any required fees. Scheduling for students is not permitted under this status, and upon completion of high school, students may apply for admission to a specific associate degree program.

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

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

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

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

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

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

Re-entry Required (RE) Status
Students who were previously admitted (AM, PV, IV, OP) into a program but have not posted positive attendance in a course for 365 days will be placed on Re-entry Required (RE) admission status. Students placed on Re-entry Required (RE) status will be required to re-enter the most current program/version in their state or jurisdiction and submit an admission application, enrollment agreement and any other documents as required by the new program.

Student Academic Statuses

Scholastic Disqualification
Applicants who fail their second attempt of a course for progression in their degree program will be placed on Scholastic Disqualification on the permanent transcript. The course that placed the student on Scholastic Disqualification, or its equivalent, may be scheduled, but all other scheduling will be restricted. Students that fail their second attempt of a course for progression in their degree program will be placed on Scholastic Suspension. Students may appeal to the Student Appeal Center to petition to have the Scholastic Suspension removed. The University will note the date a student is placed on and removed from Scholastic Suspension on the permanent transcript.

Scholastic Disqualification results when students on academic probation fail to achieve the minimum grade point average at the conclusion of the probationary period of four (4) consecutive courses. Students who have been Academically Disqualified will be administratively withdrawn from the University and are not eligible for readmission until the lapse of six months from the date of disqualification. The date of disqualification will be the course end date of the final course completed within the AP sequence. No exceptions to the 6 month disqualification will be granted by the Student Appeals Center (SAC). Upon the conclusion of the 6 month disqualification students can petition the Student Appeal Center to return. The student may be required to retake or replace the course(s) with the lowest grade(s) earned. Students on Academic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by a SAC appeal. The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript. The existing schedule will be deleted and scheduling will be restricted for students placed on Academic Disqualification.

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

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

**Expulsion (EX)**

Expulsion occurs when a student is administratively withdrawn from the university and not allowed to return under any circumstances. The date of expulsion is noted on the official transcript, any courses on the existing student schedule are deleted and future scheduling is restricted.

**Disqualified for Admission (DA) Academic Status**

Disqualified for Admission or DA academic status results when students who are admitted provisionally fail to achieve the minimum grade point average (3.0 graduate) at the conclusion of the provisional period of four completed program applicable courses. Students who have been Disqualified for Admission (placed on DA academic status) will be administratively withdrawn from the university and are not eligible to re-enroll until the lapse of six months from the date of disqualification. Approval must be granted by the Student Appeals Center in order to re-enroll into any program with the University. Students placed on Disqualified for Admission (DA) status may not appeal to return before the end of the six month disqualification period. There will be no exceptions.

Students who have been Disqualified for Admission (placed on DA academic status) may not transfer to another degree program or major until they have fulfilled the six month disqualification period and have received approval through a student appeal.

**Scholastic Suspension**

Scholastic Suspension occurs when a student is suspended for a period of time or indefinitely from the University as determined by appropriate campus officials and/or Central Administration. The student will be administratively withdrawn from the university if placed on Scholastic Suspension. A student may be placed on Scholastic Suspension due to a violation of the Student Code of Conduct or for the failure to meet the minimum grade requirement after the second attempt of a course required for progression in their degree program. The University will note the permanent transcript with the date a student is placed on and removed from Scholastic Suspension. A student may appeal to the Student Appeals Center to have the Scholastic Suspension removed if it is based on progression requirements. A student may appeal to the Student Discipline Review Committee to have the Scholastic Suspension removed if it is based on a violation of the Student Code of Conduct.

**Program Academic Statuses**

The following statuses are applicable to the specific degree programs students are pursuing if the student changes degree programs, statuses can be adjusted depending on new program requirements.

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

**Withdrawn for Nursing License or Liability Insurance (WL)**

Student withdrawn from course for failure to maintain verification of current RN license and/or professional liability insurance in his/her student file. The student will also be administratively withdrawn from the university.

**Level 1 Candidate Status**

Level 1 Candidate status is determined at the time of matriculation and is based on the admissions requirements for the desired program. Not all programs have a candidate status requirement.

1S: Level 1 Candidate Status Satisfied: Student has met the admissions requirements and has been admitted.

1N: Level 1 Candidate Status has not been satisfied: Student has not met the admissions requirements, has been denied admission, and therefore does not meet the requirements to achieve Level 1 Candidate Status. Students in a 1N Candidate Status should not attend class.

**Level 2 Candidate Status**

Level 2 Candidate status is a review of additional requirements needed for the student to progress in their program past a certain point, as designated in program policy.

2S: Level 2 Candidate Status Satisfied: Student has met the additional requirements by the specified deadline indicated in the program requirements.

2N: Level 2 Candidate Status Not Satisfied: Student has not met the additional requirements by the specified deadline indicated in the program requirements. A candidate status of 2N restricts the student from attending any future courses until the requirements are met and the student will be administratively withdrawn from the university.

**Academic Probation**

Academic Probation shall occur when a student’s grade point average falls below acceptable levels. Probation lasts for a period of four consecutive program applicable courses following the course whose grade caused the student’s GPA to fall below the minimum requirement for the program. Concurrent enrollment is prohibited during the four course AP sequence. Associate degree students enrolled at the Online Campus should continue traditional block scheduling format with concurrent enrollment in two courses (excluding AOCR & AAPF). In graduate programs, the four course sequence excludes any undergraduate prerequisite courses. Financial Aid and VA students will continue to receive funds during the probationary period.

**Program Disqualification**

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

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

**General Student Grievances**

The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing a process for those who desire to file a grievance against the University, including any claim of discrimination. Students who are alleging discrimination or harassment, please refer to the Nondiscrimination Policy section or Harassment Policy sections of this catalog. Other grievances must be submitted in writing to ODM, which will determine the appropriate course of action or render a decision. Grievances relating to financial aid, account balances, or collections must be reviewed by campus management before being submitted to ODM. When such a grievance is received by ODM, the student will be provided guidance to file an appeal to be reviewed by the Financial Grievance Committee (FGC) for a final decision if it cannot be resolved informally.

**Student Appeals Center (SAC)**

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

**State Boards**

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

- In Alabama, the student may contact the Alabama Department of Postsecondary Education, PO Box 302130, Montgomery, AL 36130-2130; telephone (334) 242-2959.
- In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007, telephone (602) 542-2399, website: www.azppse.gov.
- In Arkansas, the student may contact the Arkansas Department of Higher Education, 114 East Capitol, Little Rock, AR 72201-3818; telephone (501) 371-2065.
- In California, the student may contact the Bureau for Private Postsecondary Education, C/O Department of Consumer Affairs, PO Box 980818, W. Sacramento, CA 95798-0818; telephone (916) 431-6959, (888) 370-7589.
- In Colorado, the student may contact the Department of Higher Education, Commission on Higher Education, 1300 Broadway Road, Second Floor, Denver, CO 80203; telephone (303) 866-2723, (303) 866-4209.
- In Delaware, the student may contact the Delaware Department of Education, The Townsend Building, 401 Federal St., Suite 2, Dover, DE 19901-3639; telephone (302) 735-4000, 302-735-4120.
- In Florida, the student may contact the Commission for Independent Education, 325 West Gaines Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200.
- In Georgia, the student may contact the Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, GA 30084; telephone (770) 414-3306.
- In Hawaii, the student may contact the Business Registration Division of the Hawaii Department of Commerce and Consumer Affairs, P.O. Box 40, Honolulu, HI 96810; telephone 808-586-2744.
- In Idaho, the student may contact the Idaho State Board of Education, P.O. Box 83720, Boise, ID 83720-0037; telephone (208) 332-1587.
- In Illinois, the student may contact the Illinois Board of Higher Education, 431 East Adams Street, Second Floor, Springfield, IL 62701-1418; telephone (217) 557-7355, website: www.ibhe.org.
- In Indiana, the student may contact the State of Indiana Commission on Proprietary Education (COPE), 302 W. Washington Street, Room E201, Indianapolis, IN 46204-2767; telephone (317) 464-4400, (317) 232-1324.
- In Iowa, the student may contact the Iowa College Student Aid Commission, 603 E. 12th Street, 5th Floor, Des Moines, IA 50319; telephone (515) 725-3400.
- In Kansas, the student may contact the Board of Regents, 1000 SW Jackson, Suite 520, Topeka, KS 66612-1368; telephone (785) 296-4936, 785-296-4917.
- In Kentucky, the student may contact the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone (502) 573-1555 ext. 350.
- In Louisiana, the student may contact the State of Louisiana Board of Education, P.O. Box 3677, Baton Rouge, LA 70821-0400; telephone (225) 342-4253.
- In Maine, the student may contact the Maine State Board of Education (MSBE), 23 State House Station, Augusta, ME 04333-0023; telephone (207) 624-6616.
- In Maryland, the student may contact the Maryland Higher Education Commission, 839 Bestgate Road, Suite 400, Annapolis, MD 21401-3013; telephone (800) 974-0203.
- In Massachusetts, the student may contact the Massachusetts Board of Higher Education, One Ashburton Place, Suite1401, Boston, MA 02108-1696; telephone (617) 994-6937.
- In Michigan, the student may contact the Michigan Department of Education, P.O. Box 30008 (or) 608 W. Allegan, Lansing, MI 48909; telephone (517) 373-9235.
- In Minnesota, the student may contact the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108; telephone (651) 259-3975, (800) 657-3866.
- In Mississippi, the student may contact the Mississippi Institutions of Higher Learning Commission Proprietary School and College Registration Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 39211; telephone (601) 432-6997.
• In Oklahoma, the student may contact the Oklahoma State Coordinating Board for Higher Education, 205 Jefferson Street, Jefferson City, MO 65101; telephone (573) 751-2361.

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

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

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

• In New Mexico, the student may contact the New Mexico Higher Education Department, 2048 Galisteo Street, Santa Fe, NM 87505-2100; telephone (505) 476-8400.

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

• In Ohio, the student may contact the Ohio Board of Regents, registration number 1154320, 30 E. Broad Street, 36th Floor, Columbus, OH 43215-3414; telephone (614) 466-6000.

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

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

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

• In Puerto Rico, the student may contact the Consejo de Educacion Superior de Puerto Rico / Puerto Rico Council on Higher Education, PO Box 19900, San Juan, Puerto Rico 00910-1900; telephone (787)-724-7100 ext 202 or ext 2016.

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

• In Tennessee, the student may contact the Tennessee Higher Education Commission, Parkway Towers, Suite 1700, 404 James Robertson Pkwy, Nashville, Tennessee 37243-0830; telephone (615) 741-3605.

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

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

• In Virginia, the student may contact the Commonwealth of Virginia

• Council of Higher Education, James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219; telephone (804) 225-2600.

• In Washington, the student may contact the Washington Higher Education Coordinating Board, PO Box 43430, Olympia, WA 98504-3430; telephone (360) 753-7869, 360.753.7866.

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

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

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

• In Wyoming, the student may contact the Wyoming Department of Education, Hathaway Bldg., 2Floor, 2300 Capitol Avenue, Cheyenne, WY 82002-0050; telephone (307) 777-5712. You may obtain a copy of the University’s accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Apollo Legal Services at (602) 557-8119.

**Grading Procedures**

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>C–</td>
<td>1.67</td>
</tr>
<tr>
<td>A–</td>
<td>3.67</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>D–</td>
<td>.67</td>
</tr>
<tr>
<td>B–</td>
<td>2.67</td>
<td>F</td>
<td>.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>IP</td>
<td>In Process</td>
</tr>
<tr>
<td>IX</td>
<td>In Progress extension</td>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>W/F</td>
<td>Withdrawal failing</td>
<td>P</td>
<td>Passing</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>QC</td>
<td>No grade awarded</td>
</tr>
<tr>
<td>NC</td>
<td>No credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade | Quality Points | Grade | Quality Points
---|---|---|---
WC | = Waived with credit

Note: D- is the minimum passing grade for a University course; however, some University programs and courses require higher minimum grades (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. A student who receives an incomplete is given up to five (5) weeks, at the discretion of the faculty, from the scheduled course completion date to complete the course requirements and receive a grade. The student’s final grade will be reduced by one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted. Students who do not complete any additional course requirements prior to the new deadline will be awarded the grade earned for the entire course, as though an incomplete grade had not been requested. Faculty members are required to produce completed Incomplete Grade Contracts as needed to enforce the new course completion deadline date.

- Incomplete grades shall be granted for active duty military personnel, regardless of component and including reserve and National Guard personnel who are deployed in operational war zones or in adjacent geographic areas in support of operational war zones. An “operational war zone” is, for purposes of this policy, defined as an area of operations where military personnel are engaged in active conflict or in post-conflict activities. If the student would like an opportunity to complete the course while deployed, an incomplete ‘I’ grade can be issued instead of a “W” grade. The ‘I’ grade may be issued with an initial extension of six (6) weeks beyond the traditional five (5) week extension. The practice of requiring final grades to be lowered by one full letter grade as a result of the incomplete ‘I’ grade shall be waived for deployed students.

*IP = IN PROGRESS

An IP grade may be awarded in the following instances:

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

*IX = IN PROGRESS EXTENSION

An IX grade may be awarded in the following instances:

- This grade is only awarded to eligible students who require reasonable accommodations under American Disabilities Act (ADA).
- A new IX course completion date must be determined by the Disability Services Advisor and can range from 5 weeks to 15 weeks.
- Students who require reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA.
- IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.
- An IX grade is not calculated into the GPA.

*QC = No grade awarded.

A QC is awarded in the following instances:

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

AU = AUDIT

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

*W = WITHDRAWAL

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

The student recorded positive class attendance in at least one scheduled class and has been administratively withdrawn from the university and/or program during the course.

*WF = WITHDRAWAL/FAILING

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

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

University of Phoenix required course, waived with credit.

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

**Grade Reports and Transcripts**

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. Students who require grade verification must request an Official Grade Card or may print a grade summary from the student website. University of Phoenix students may also request a grade verification letter through University Services Support Center.

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

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

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

Transcripts will be released only to students who are in good financial standing with the University.

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

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

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

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

**Grade Disputes and Grade Corrections**

Students should raise concerns or questions about perceived assignment and course grading errors directly with faculty promptly after receiving feedback and grades. No one other than the faculty member teaching the course may determine assignment or course grades for a student. Students are not allowed to submit extra work to raise their grade. Students’ grades represent the work and knowledge level attained within the regularly scheduled course dates.

Grades on individual assignments may be changed by the faculty at anytime while the course is in session. Students’ grades may not be changed by the faculty member after final grades have been submitted unless the student initiates the grade dispute process or if the faculty member determines the original grade was improperly calculated.

Students disputing a grade received may contact their Academic Representative, who will assist the student with initiating a grade dispute. However, the decision regarding whether to change the grade rests solely with the faculty member. A grade dispute must be initiated within six (6) weeks of the grade posting date. Grade disputes are not appealable beyond the campus level.

**Program Changes**

Students wishing to change their program/version must enter into the most current program or version offered in their state or jurisdiction. Students must do this through consultation with their Academic Representative. Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.
Diploma Application and Degree Conferral

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

Posthumous Degrees

The University may present posthumous degrees to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) of deceased students who were actively enrolled and in good academic and financial standing in a University program at the time of their death. Immediate family members include: spouse, legally recognized domestic partner of the deceased, parents, legal guardians (court document required), children (over the age of 18), and siblings.

Degree Posting

Degrees are posted to students' transcripts on a monthly basis. A student's degree will be posted on his or her transcript with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit has been posted to the academic record. The student's individual degree completion date is recorded on the transcript, indicating that all academic requirements for the degree were fulfilled on that date. Diplomas are ordered bearing the date the degree was posted for all students who have completed degree requirements and who have paid all tuition and fees. Students who are not eligible for graduation are notified by their Academic Representative of their degree deficiencies.

Graduation with Honors

Bachelor degree students who complete their degree program with a Program Grade Point Average of 3.85 or higher will graduate with Honors distinction. The Honors designation will appear on the University Diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held at each University campus. Students must also be in good academic and financial standing to be eligible for commencement participation. Associate students who have completed all but 6 credits required for their degree will be permitted to participate in the commencement ceremony. Undergraduate and Graduate students who have completed all but 9 credits required for their degree will be permitted to participate in the commencement ceremony. Doctoral students must satisfy all credit and non-credit bearing degree requirements, including a completed dissertation approved by the Dean, prior to commencement eligibility. Certificate students should refer to their local campus for commencement eligibility.

All Bachelors level students who have met the University Honors requirements, and have been degree conferred, will be recognized at commencement ceremonies with the University gold honor cord. (Students must be degree conferred before the ceremony date.)

Program Completion Deadlines

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Years for Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Associate of Arts (Credit Recognition)</td>
<td>within 2 years</td>
</tr>
<tr>
<td>Bachelors</td>
<td>within 8 years</td>
</tr>
<tr>
<td>Masters</td>
<td>within 5 years</td>
</tr>
<tr>
<td>Doctoral except for PHD/IO &amp; EdS</td>
<td>within 6 years</td>
</tr>
<tr>
<td>PHD/IO</td>
<td>within 9 years</td>
</tr>
<tr>
<td>EdS</td>
<td>within 3 years</td>
</tr>
</tbody>
</table>

Disclaimer on Job Placement

The purpose of the degree programs offered by the University of Phoenix is to extend the nature and range of careers available to its students by providing a quality education that integrates theory with practical application. However, the University cannot offer guarantees of job placement, advancement, or continued employment.
Academic Quality and Outcomes Assessment—Ensuring Consistent Quality

Over the last three decades, University of Phoenix has made significant investments in developing and maintaining systems to ensure academic quality. These systems enable the institution to measure and evaluate the University’s effectiveness in meeting its mission and purposes and to use the evidence to continuously improve students’ educational experiences and institutional processes.

The comprehensive nature of the academic quality systems and the data produced, provide the University with significant and meaningful input that is used to review and improve every aspect of the institution. Data gathered from course evaluations and student learning assessment instruments are used in the curriculum development process, as well as in the creation of faculty development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes Assessment

Academic quality improvement is an integral part of the organizational culture at University of Phoenix. The University’s Academic Quality Management System (AQMS) is the mechanism used to ensure that the institution is meeting its mission and purposes through continuous assessments based on a comprehensive array of quality control and assurance instruments. One major component of this system is the assessment of student learning.

Assessment of Student Learning

The University’s search for the best ways to assessment student learning and the use of the resulting evidence to guide continuous quality improvement, led to the adoptions of an academic assessment process. The process is comprised of four ongoing and iterative steps. These include:

- Prepare annual assessment plan for academic programs
- Collect and analyze student learning data
- Implement improvements based on assessment results
- Monitor effectiveness of implemented improvements

The academic assessment process provides the means for governing and monitoring the educational experience of our students, and gathering evidence of student learning. The University’s academic assessment process includes an ongoing combination of cognitive measures, such as course embedded assignments, portfolios, and exams, and affective measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide reliable evidence to support continuous improvement of academic programs.

Assessment of Students Educational Experiences and Institutional Processes

Another major component of the AQMS is the assessment of students’ educational experiences and institutional processes. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curricular, and administrative services.
THIS PAGE WAS LEFT BLANK INTENTIONALLY
Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. Join the association and benefit from this complimentary membership and the valuable services it offers to help transform your future.

Complete your profile today by logging on to your alumni website at alumni.phoenix.edu. Begin connecting with the association and your classmates, and start exploring the benefits available to you:

### Career Resources
- **Education 2 Career (E2C)** - This new job career portal connects alumni with leading companies that are actively looking to hire University of Phoenix graduates. E2C is an interactive site where alumni can upload resumes, interact with recruiters, get job alerts and more.
- **Alumni Career Center** - Alumni Career Center is powered by CareerBuilder, the largest career website in the United States. The career center is fully equipped with a wide variety of tools and resources that can help alumni market their skills to potential employers.

### Alumni Services
- **Alumni Directory** - The Alumni Directory connects graduates of University of Phoenix in the same industries or geographical locations and builds a foundation that promotes communication and networking.
- **Mentor Program** - One person can make a huge difference in someone's career. Be the one. Be a mentor. The program connects students and alumni in the same field of study, industry or location. You can sign up to become a mentor today on the website.
- **Benefits & Savings** - University of Phoenix has partnered with numerous businesses to offer benefits and savings to alumni. Registered members of the Alumni Association can take advantage of the many businesses that offer special rates through the University Marketplace available through the Alumni Association website.
- **Scholarships** - University of Phoenix alumni have the opportunity to "pay forward" their education by nominating someone for the Paying it Forward® scholarship. Each year, 30 full-tuition Paying it Forward scholarships are awarded to individuals seeking to pursue a bachelor’s degree. The Alumni Association also awards thirty-six $3,000 University of Phoenix Alumni Scholarships each year to associate, bachelor’s, master’s or doctoral alumni who are currently enrolled in a subsequent degree program at University of Phoenix. Six full-tuition Forever a Phoenix® scholarships are also awarded each year to alumni who are not currently enrolled in a subsequent degree program to pursue a bachelor's or master's degree.
- **Get Connected** - When our network grows, so does yours. Start connecting and networking with fellow graduates by join the Alumni Association on Facebook, LinkedIn, and Twitter.
- **Homecoming** - The Alumni Association hosts more than 70 homecoming events across the country each fall. From sporting events, to exclusive receptions, homecoming offers something for everyone.
- **Phoenix Focus** - The University of Phoenix alumni electronic magazine helps you learn about fellow alumni who are making strides in their careers, and reports the latest on industry trends and career news. Do you have a success story to share? Drop us an email at alumni@phoenix.edu.

### Additional Information
Visit us on the Web at alumni.phoenix.edu
800.795.2586
E-mail address: alumni@phoenix.edu
www.facebook.com/uopxalumni
www.twitter.com/uopxalumni
linkd.in/uopxalumni
Admission Procedures

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

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

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

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

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

Official Transcript Time Limits
All official transcripts must show an issuance date no more than one year prior to receipt by the University. This is to ensure that all prior course work is reflected on the transcript. Official foreign records do not have the same time limit issuance requirements, as these documents may be difficult to obtain. This exception does not apply to Canada or U.S. territories.

Foreign Academic Records
Students applying to the University with foreign academic records or credentials may have additional requirements that must be met in order to enroll in courses or gain admission due to the differences in educational systems and document requirements.

All academic records from Afghanistan, Somalia or Turkmenistan must be evaluated by an external evaluation service approved by the University of Phoenix.

An applicant submitting academic records from Albania, Algeria, Andorra, Angola, Anguilla, Antigua, Argentina, Armenia, Aruba, Australia, Austria, Azerbaijan, Bahamas, Bahrain, Bangladesh, Barbados, Barbuda, Belarus, Belgium, Belize, Benin, Bermuda, Bhutan, Bolivia, Bosnia-Herzegovina, Botswana, Brazil, British Virgin Islands, Brunei, Brunei-Darussalam, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Canada, Cape Verde, Cayman Islands, Central African Republic, Chad, Chile, China, Colombia, Congo, Democratic Republic of Congo, Costa Rica, Cote d’Ivoire, Croatia, Cuba, Cyprus, Czech Republic, Czechoslovakia, Democratic People’s Republic of Korea (North Korea), Denmark, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Estonia, Ethiopia, Fiji, Finland, France, French Guiana, French Polynesia, Gabon, Gambia, Georgia, Germany, Ghana, Greece, Grenada, Guatemala, Guinea, Guyana, Haiti, Holy See, Honduras, Hungary, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyzstan, Laos People’s Democratic Republic, Latvia, Lebanon, Lesotho, Liberia, Libya Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Malawi, Malaysia, Maldives, Mali, Mauritania, Mauritius, Mexico, Republic of Moldova, Monaco, Mongolia, Montenegro, Montserrat, Morocco, Mozambique, Myanmar, Namibia, Nepal, Netherlands, Netherland Antilles, New Caledonia, New Zealand, Nicaragua, Niger, Nigeria, Norway, Oman, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Poland, Portugal, Qatar, Romania, Russia (Russian Federation), Rwanda, Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin, Saudi Arabia, Scotland, Senegal, Serbia, Sierra Leone, Singapore, Slovenia, Solomon Islands, South Africa, South Korea, Spain, Sri Lanka, St. Vincent and The Grenadines, Sudan, Sweden, Switzerland, Syria, Tajikistan, Tanzania, Thailand, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkey, Turks and Caicos Islands, Union of Socialist Republics (U.S.S.R.), Uganda, Ukraine, United Arab Emirates, Uruguay, Uzbekistan, Western Samoa, Venezuela, Viet nam, Yemen, Yugoslavia, Zambia or Zimbabwe may be evaluated internally by the central Office of Admissions and Evaluation or evaluated by an external evaluation service approved by the University of Phoenix. Internal evaluation practices utilized by the central Office of Admissions and Evaluation follow standards and practices defined by the National Association of Foreign Student Administrators (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Certain programs that lead to certification may require students to have an evaluation performed by an external evaluation agency that is approved by both the University and the state in which the student seeks certification.
Students using foreign academic records to satisfy an admission requirement will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service or evaluation performed by the Central Office of Admissions & Evaluation. Original academic records or copies of academic records that have been verified as authentic by the issuing institution are required to be on file prior to a student gaining unconditional admission to the University. If the academic records are in another language, a certified English translation or translation performed by the central Office of Admissions and Evaluation (Spanish and French only) is required. The University will accept translations from the issuing institution or an official translation service.

Non–Native Speakers of English

An applicant who does not have appropriate English language experience in an academic environment will not be eligible to attend classes under Registered status. Official documentation with an appropriate score on the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE) or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

Any undergraduate who has been denied admission to the University has the right to appeal the decision to the Student Appeals Center. All appeals, including any evidence to be considered, must be submitted in writing to the Student Appeals Center. The written appeal may consist of a letter of explanation for academic deficiencies, lack of experience, and any other factors which might be of benefit when the Student Appeals Center conducts its review. It is incumbent upon the applicant to submit all relevant documents and statements of support attached to the appeal letter to the Student Appeals Center. The Student Appeals Center will carefully review all materials submitted, and notify the applicant in writing of its decision within ten working days.

Undergraduate Admission Requirements

Most undergraduate programs have additional admission requirements listed within the program specific information. All applicants are expected to meet the following admission requirements:

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 213 on the computer-based test (CBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.

- Achieved a minimum score of 75 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.

- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

- Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

- The applicant has successfully completed thirty (30) transferable, academic semester credits at a regionally or nationally accredited college or university in the United States.

- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.

- The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.

- The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.

- The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.

- The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

Applicants who reside in the United States must meet one of the following requirements:

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

Applicants who reside in Canada must meet one of the following requirements:

- Be a legal resident of Canada
- Be a landed immigrant
- Have a valid visa that does not prohibit educational studies
- A completed and signed undergraduate application
• A signed Enrollment/Disclosure Agreement.
• Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

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 for Online or UNIV 101 for local campus).

Students will be granted Orientation Pending (OP) admitted status once all admission documents have been received, the admission file has been reviewed and all admission requirements for the chosen program have been met. Upon successful completion of the Orientation and evaluation of all transfer credits, students on OP status will be updated and the admission status will be updated to Admitted (AM).

Attendance and participation in the Orientation is required. To successfully complete the Orientation and receive an Orientation Complete (OC), 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. Students will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

Orientation Extended (OX) status is only awarded to eligible students who require special accommodations. The OX status provides students with an additional 3-9 weeks to complete the Orientation Workshop. If a student does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status. Students may request additional extensions.

The Orientation must be successfully completed prior to enrollment in a credit-bearing degree applicable course.

Students, who list more than 24 previous college credits as recognized by the University on the admissions application, are not required to complete a University Orientation Workshop.

Re-entry students who were previously admitted to the University are not required to complete the Orientation upon re-entry to the University.

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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, BSLS, 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 (Required as first course) .............................................. 3 credits Foundations of University Studies
- SCI 163 ..................................................................................... 3 credits Elements of Health and Wellness
- FP 120 ....................................................................................... 3 credits Essentials of Personal Finance
- COM 170 .................................................................................. 3 credits Elements of University Composition and Communication I
- COM 172 ~ .............................................................................. 3 credits Elements of University Composition and Communication II
- PSY 211 ..................................................................................... 3 credits Essentials of Psychology
- HUM 114 ~ (Required as last course) ........................................ 3 credits Critical Thinking and Creative Problem Solving
- HUM 186 ................................................................................. 3 credits Media Influences on American Culture

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

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

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.

SCI 163 ...............................................................3 credits

Elements of Health and Wellness
This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

FP 120 .................................................................3 credits

Essentials of Personal Finance
This course provides an overview of the elements necessary for effective personal financial planning and the opportunity to apply the techniques and strategies essential to this understanding. Primary areas of study include creating and managing a personal budget, understanding and paying taxes, working with financial institutions, wise use of credit cards and consumer loans, financing automobiles and homes, and the use of insurance for protecting one’s family and property.

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.

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.

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 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 across various media that combine to create rich environments for information sharing, entertainment, business, and social interaction in the U.S. and around the world.

Academic Progression

Students entering the University bachelor degree programs (other than AAEE, LVN/BSN, LPN/BSN, BSN, BLSL, 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 math and English. Math and English prerequisites may be satisfied in one of the following ways:

- Successful completion of University of Phoenix math and English courses
- Transfer credit may be used by students who have achieved a C- or better in a comparable course of at least 2.67 semester credits completed at a regionally or approved nationally accredited institution. Transfer courses used to fulfill math and English prerequisites must be eligible to receive general education credit.
- Achieve a passing score on the College Mathematics CLEP exam and/or a passing score on the College Composition CLEP exam.
- Students in the state of Florida who have passed the CLAST exam will have satisfied math and English prerequisites.

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

The University defines a waiver as the substitution of a required course at the University with a course of the same level listed on an official transcript from another institution. Students may find specific course waiver information after the applicable required course of study. Students requesting course waivers must make formal written requests to the central Office of Admissions & Evaluation, utilizing the Request for Course Waiver Form citing the courses they request to be waived, the courses to be transferred into the required course of study, and the university where the courses were completed.

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

Degree Requirements

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

Degree Completion Options

Bachelor degree seeking students who have successfully completed the required course of study and need additional academic work in order to fulfill the minimum number of credits required for graduation may choose the following options:

- Complete additional upper or lower division elective courses offered by the University of Phoenix;
- Complete approved CLEP, Excelsior, or DANTES examinations;
- Participate in the Prior Learning Assessment process as described in this catalog; or
- Complete approved courses at other regionally or nationally accredited associate degree granting candidates for accreditation college or university.

Students who need additional academic credits to graduate should contact an Academic representative to ensure that there is no duplication or regression of previously completed course work.

General Education

In its commitment to help working adults achieve their professional and personal goals, the University of Phoenix endorses the role of general education in ensuring student success in the classroom, the workplace, and the community. The general education curriculum, which is developed through the College of Arts and Sciences, provides instruction that focuses on skills in communication, critical thinking, and computation, and fosters a philosophical orientation that enables students to function as productive members of society. The University’s general education program embraces four goals:

- To refine students’ abilities to apply problem-solving skills in many settings and contexts.
- To promote students’ active awareness of their relationships to the natural, social, and cultural environments.
- To develop students’ appreciation for and commitment to lifelong learning.
- To prepare students with competencies needed to fully benefit from and successfully complete their professional programs of study.

Undergraduate general education requirements emphasize the mastery of competencies within the respective frameworks of mathematics and physical sciences, life sciences, technology, communication arts, social sciences, and humanities. Students are required to demonstrate proficiency in written and oral communications, in the handling and use of quantitative information, and the application of analytic and synthetic–creative thinking skills. This background provides students with the perspectives needed for meaningful self-examination of personal and social values, as well as enhanced ability to understand and cope with social, technological, and cultural change.

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

Liberal Arts Components

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

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

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

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

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

Social Studies, credit requirements vary by program
Course work in the social studies promotes understanding of human behavior as well as the structure and dynamics of social systems. Emphasis is on the discovery of patterns in social processes and institutions, both past and present. Courses in anthropology, sociology, ethnic and gender studies, geography, political science, psychology, history, and certain communications courses focusing on mass media and society typically satisfy these requirements.
**Humanities**, credit requirements vary by program
Course work in the humanities focuses on the development of ideas and values, appreciation of cultural and artistic achievements, and the evaluation of human experience. Courses in general humanities, philosophy, literature, fine arts, music, theater, and religious studies normally satisfy requirements in this area. Certain courses in political science and intellectual history emphasizing the development of cultural thought processes may also satisfy humanities requirements.

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

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

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

**Additional Liberal Arts**, credit requirements vary by program
Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

**Interdisciplinary Component**

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

**Professional Development Component**

**Professional Development, 3 credits**

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

**Integrating Component**

**Integrating, 3 credits**

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

**BUS 475**, The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery. In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix’s includes courses that integrate general education principles. The University of Phoenix’s educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component.

**Prior Learning Assessment**

Prior Learning Assessment is a process that may save students time and money in completing a degree program. The Prior Learning Assessment process determines if learning received outside of the traditional university classroom is comparable to academic curriculum and eligible for college credit. Learning that is eligible for assessment includes: Professional Training, Licenses, course work at non-transferable institutions, and Experiential Learning Essays. Prior Learning Assessment applies only to Associate or Undergraduate degree programs. Any credit awards by assessment are limited to elective or general education requirements.

Corporate articulation provides an opportunity for students to earn up to 30 undergraduate semester credits (unless otherwise prescribed by state statutes on non-traditional credit limitations) for professional training obtained through their employer(s). Corporate training is assessed for academic equivalency to college level classroom learning. The recognition of corporate training is a concept based on accepted principles of adult learning and serves to validate the professional competence and learning experience achieved by students outside of a traditional college classroom.

Credit awards are applied to associate or bachelor elective or general education areas within degree programs.
Prior Learning Credit
A maximum of 30 Prior Learning credits may be earned as a result of professional training (workshops, seminars, licenses, business and professional courses, and other institutionally-sponsored course work).

The University may award up to 30 undergraduate semester credits for verified college-level learning gained through experience, and submitted in the form of experiential course writing referred to as Experiential Learning Essay. No student may earn more than 60 credits from any combination of experiential learning, national testing, credit by exam, and professional course work and training. Some states may have restrictive state regulations. Students should check with their Academic Advisor.

Notwithstanding the above, Oregon residents must comply with Oregon Administrative Rule section 583-030-0035(5)(b)(C), which states in part: “... No more than 25 percent of an undergraduate degree program may be earned through award of credit for noncollegiate work.” Oregon considers noncollegiate work to be learning validated by a student “portfolio,” a credit evaluation guide issued by the American Council on Education, or some similar criterion. Oregon’s allowance for 25 percent of a program typically translates into approximately 30 semester credits for a bachelor’s degree and approximately 15 credits for an associate’s degree. Oregon does allow a full year of an undergraduate academic program (including an associate’s) to be awarded through a combination of noncollegiate learning and advanced placement credit from passing examinations such as those from the College Level Examination Program (CLEP), provided noncollegiate learning does not exceed 25 percent of the program.

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

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

Prior Learning Assessment Submission and Posting & Fees
Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees.

When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment: Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment_center/prior_learning_assessment_center.aspx.

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

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

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

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

Estimated Program Length
To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
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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.
University of Phoenix, 2012-2013

COLLEGE OF HUMANITIES

The College of Humanities offers Bachelor degrees in Communications, History, and English, Associate degrees in Communications and General Studies, and an Associate degree through credit recognition designed for military members. As part of a broad education, coursework in the humanities provides students with knowledge of the arts, history, language, literature, philosophy, religion; skills in communication, independent and analytical thinking, and problem-solving; an ethical framework; and appreciation for the diversity of human experience and expression.

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 may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

BSP Required Course of Study

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

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

The Bachelor of Science in Psychology program provides students with a strong foundation in general psychology. Students will gain insight into the cognitive and affective processes that underlie the individual human experience through an analysis of a variety of theoretical approaches related to human development and behavior. The courses in this program do not have a clinical emphasis and do not lead to professional licensure; instead, they are designed to provide supervisors, managers and other professionals with greater skills in critical thinking, communication, collaboration, and information utilization through the enhanced understanding of human psychology.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bs-p.
Additional Admission Requirements for the BS/P
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

Degree Completion Requirements for the BS/P
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 51 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.

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

Academic Progression Requirements for the BS/P
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 213)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
Residency Requirements and Course Waivers for the BS/P

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

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 transferable coursework.
- 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. Students must meet the established University residency requirement and have completed a previous course which meets the following criteria:
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.
- The course must 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

Course Descriptions for the BSP

Skills for Professional Development

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

PSY 300 ................................................................. 3 credits

General Psychology

General Psychology is a survey course which introduces the student to the major topics in scientific psychology as applied to human behavior. Applications of these principles will be made to the human experience.

PSY 310 ................................................................. 3 credits

History and Systems 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 385 ................................................................. 3 credits

Motivational Processes in Human Psychology

This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception.

PSY 315 ................................................................. 3 credits

Statistical Reasoning in Psychology

This is an introductory course in applied statistics, with particular emphasis in psychology. Both descriptive and inferential statistics are included. In addition, this course provides the basic statistical background and understanding needed.

PSY 340 ................................................................. 3 credits

Biological Foundations 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 360  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  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  Learning and Cognition
This course concerns the study of learning from the most basic associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 400  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  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  Abnormal Psychology
This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

PSY 435  Industrial/Organizational Psychology
This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.

PSY 450  Diversity and Cultural Factors in Psychology
This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students’ frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460  Environmental Psychology
In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475  Psychological Tests and Measurements
This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480 ................................................................. 3 credits  
Elements of Clinical Psychology  
This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.

PSY 490 ................................................................. 3 credits  
Capstone Course in Psychology  
This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COMM 215 ........................................................... 3 credits  
Essentials of College Writing  
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 ............................................................... 3 credits  
Foundations for General Education and Professional Success  
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 ............................................................... 3 credits  
Skills for Lifelong Learning  
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

The Bachelor of Science in Human Services  
The following Bachelor of Science in Human Services (BSHS) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Human Services is intended to give graduates knowledge and basic skills to work in the human services industry. The Bachelor of Science in Human Services is an integrated program combining academic instruction in the foundations of human services such as counseling, social work and psychology with applied skills for students whose goal is a career in the growing field of human services. This major is designed to be an applied degree, which teaches strategies and techniques of intervention and good management practices for intervention at individual, family, group, organization, and community levels. Human services graduates are prepared to provide services in a variety of community settings. This program takes an interdisciplinary approach to the development of a student’s knowledge and skills and provides instruction in four major areas: theoretical foundations, diversity and population needs, research and program evaluation, and intervention methods and skills. Students obtain a background in social work, enabling them to work in managed care, government agencies, and other provider organizations. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bshs.

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

BSHS 301 ~ ......................................................... 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 352 ~ ......................................................... 3 credits  
Models of Effective Helping  
(BSHS 321 ~, effective for the BSHS program beginning in 2012)

BSHS 353 ~ ......................................................... 3 credits  
Communication Skills for the Human Services Profession  
(BSHS 331 ~, effective for the BSHS program beginning in 2012)

BSHS 354 ~ ......................................................... 3 credits  
Professional, Ethical, and Legal Issues in Human Services  
(BSHS 341 ~, effective for the BSHS program beginning in 2012)

BSHS 355 ~ ......................................................... 3 credits  
Field Experience/Part I  
(BSHS 341 ~, effective for the BSHS program beginning in 2012)

BSHS 356 ~ ......................................................... 3 credits  
Technology in Human Services  
(BSHS 351 ~, effective for the BSHS program beginning in 2012)
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
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts
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 general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSHS
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Course Description for the BSHS

BSHS 301 .................................................................................3 credits
Introduction to Human Services

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to demonstrate critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers in the format of the Publication Manual for the American Psychological Association. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

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

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.

BSHS 321 .................................................................................3 credits
Communication Skills for the Human Service Professional

This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communication and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.

BSHS 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 provides information and support to assist students in their first field experience placement in a human services organization. Students will conduct interviews, learn to create a learning contract, and develop an understanding of their role in the human services delivery system. Weekly workshops will be provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a ten-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the twelve core competencies of the BSHS program, with emphasis on participant involvement, communication, community and service networking, as well as education, training, and self development.

BSHS 351 ................................................................. 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, normal development and multicultural issues are addressed. Practical application of developmental theory is included to help students appreciate the impact human services workers have on children, adolescents, and their caregivers.

BSHS 371 ................................................................. 3 credits
Adult and Family Development
In this course, students learn about the physical, social, emotional, and cognitive development of the adult in today’s society. They explore each of the major stages of adult development: young adulthood, middle age, and late life. Myths about aging are examined, and current research is reviewed. Factors influencing physical and mental health throughout the life cycle are explored, including those that contribute to developmental problems and those that foster greater life satisfaction and health. Students examine the resources and services for the aged population.

BSHS 381 ................................................................. 3 credits
Research and Statistics for the Social Sciences
This course provides an overview of research methods and appropriate use of statistics in the social sciences. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistics software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

BSHS 391 ................................................................. 3 credits
Lifelong Learning and Professional Development
This course will examine the roles of lifelong learning and professional development for human service workers in the helping process. Students will clarify their values and aspirations and develop a plan for their personal professional development. Students will explore both short-term plans and long-range goals and research the requirements and resources for each.

BSHS 401 ................................................................. 3 credits
Case Management
This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

BSHS 411 ................................................................. 3 credits
Field Experience/Part II
This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities while in the field experience. Students will learn to present issues for supervision.

BSHS 421 ................................................................. 3 credits
Cultural Diversity and Special Populations
Students will explore rich and unique features of ethnically diverse populations and “special populations,” and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 431 ................................................................. 3 credits
Dependency and Addictions
Students will be introduced to the addictions process involved in alcohol, chemical, and other dependency areas. The role of addiction within society, the criminal justice system, and treatment areas will be explored.

BSHS 441 ................................................................. 3 credits
Advocacy and Mediation
This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.

BSHS 451 ................................................................. 3 credits
Program Design and Proposal Writing
This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.
BSHS 461 .................................................................3 credits
Building Community in Organizations
This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in organizations.

BSHS 471 .................................................................3 credits
Mental Health and Crisis Intervention Practices
Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.

BSHS 481 .................................................................3 credits
Working with Groups
The course provides students with knowledge, awareness and skill building in group work. Content emphasizes such areas as different types of groups (task, psycho-educational, counseling, and psychotherapy), group dynamics, group norms and boundaries, leadership styles, and leading and co-leading. Ethics, standards for best practice, principles for diversity-competent group workers, confidentiality, and selection procedures are included as key components for effective group work practice.

BSHS 491 .................................................................3 credits
Field Experience, Part III
This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes.

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.

COMM 215 .................................................................3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200 .................................................................3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101 .................................................................3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 .................................................................3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.
The Bachelor of Science in Human Services/Management

The following Bachelor of Science in Human Services (BSHS/M) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bshs-m.

Required Course of Study for the BSHS/M

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

- 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
PSY 428 ................................................................. 3 credits
Organizational Psychology
BSHS 352 ~ ................................................................. 3 credits
Technology in Human Services
BSHS 422 ~ ................................................................. 3 credits
Cultural Diversity and Special Populations
BSHS 382 ~ ................................................................. 3 credits
Research and Statistics
BSHS 462 ~ ................................................................. 3 credits
Building Community in Organizations
MKT 421 ~ ................................................................. 3 credits
Marketing
BSHS 452 ~ ................................................................. 3 credits
Program Design and Proposal Writing
GEN 480 ~ ................................................................. 3 credits
Interdisciplinary Capstone Course

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

Additional Admission Requirements of the BSHS/M

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

General Education Requirements for the BSHS/M

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

Communication Arts, 6 credits
Mathematics, 6 credits
Science and Technology, 6 credits
Humanities, 6 credits
Social Science, 6 credits
Additional Liberal Arts, 3 credits
Interdisciplinary Requirements, 15 credits
Professional Development, 3 credits
BSHS 302 is completed as part of the required course of study
Integrating, 3 credits
GEN 480 is completed as part of the required course of study

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program. For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.
Degree Requirements for the BSHS/M

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - A minimum of 120 total credits that include a minimum of 60 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

Academic Progression Requirements for the BSHS/M

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSHS/M

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the required course of study may not be waived. BSHS 302, GEN 480...
Course Descriptions for the BSHS/M

BSHS 302 .................................................................................. 3 credits
Introduction to Human Services
This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to do critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

BSHS 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.

MGT 331 .................................................................................. 3 credits
Organizational Behavior
This course in organizational behavior encompasses the study of individual and group behavior in organizational settings. Managing organizational behavior challenges individuals to understand and embrace workforce diversity, elements of change, effective communication, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in organizations in the new millennium.

BSHS 312 .................................................................................. 3 credits
Models of Effective Helping
This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical bases for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human services worker.

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.

BSHS 342 .................................................................................. 3 credits
Human Lifespan Development
This course presents students with empirical research findings and theoretical frameworks to foster an understanding of the various stages and dimensions of human development across the lifespan. Emphasis is placed on biological, cognitive, emotional, and social development in a timeframe extending from prenatal development through the elder years and on toward eventual end of life and bereavement processes.

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.

BSHS 402 .................................................................................. 3 credits
Case Management
This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in long-lasting and most cost effective settings will be examined.

BSHS 332 .................................................................................. 3 credits
Professional, Ethical, and Legal Issues in Human Services
Ethical principles and practices of human service workers are examined in accordance with The Community Support Skill Standards for Human Service Workers and the Ethical Standards of Human Service Professionals. Major legal issues in the delivery of human services are examined. The roles, functions, and legal and ethical responsibilities of the human service worker are investigated.

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.

FIN 324 ..................................................................................... 3 credits
Financial Analysis For Managers I
This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: the accounting environment, financial statements, financial markets, working capital management and financial planning, and Internal Controls.
BSHS 442 ................................................................. 3 credits

Advocacy and Mediation
This course is designed to explore the potential use and benefits of mediation as a part of the advocacy process. Attention to overcoming barriers of effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative. Workshops will include role-plays in dyads and small groups.

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.

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 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 382 ............................................................. 3 credits

Research and Statistics for the Social Sciences
This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become “informed consumers” of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced to the students. Students will practice establishing research designs, critically evaluating research reports and interpreting statistical analyses.

BSHS 462 ............................................................. 3 credits

Building Community in Organizations
This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications of considering organizations as communities, the skills necessary to effectively work in organizational communities and the powerful benefits of working in community. Emphasis will be placed on the skills of working effectively in community.

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.

BSHS 452 ............................................................. 3 credits

Program Design and Proposal Writing
This course covers finding federal, state, and private funding for human services programs and agencies and writing proposals to secure funding. Students will practice designing and evaluating programs. Students will use the Internet to explore funding sources and to identify suggestions for developing successful grant proposals.
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.

COMM 215 ................................................................. 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200................................................................................... 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101................................................................................... 3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300................................................................................... 3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.
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 care industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever-expanding and diverse health care arena.

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

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-hm.

Students must select one concentration in a particular area of study at the time of enrollment.

Additional Admission Requirements BSHA
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

Additional Admission Requirements BSHA:

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<th>Course Code</th>
<th>Course Description</th>
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<td>HCS 212</td>
<td>Foundations for General Education and Professional Success</td>
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<td>HCS 235</td>
<td>Health Care Vocabulary</td>
<td>3 credits</td>
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<td>HCS 245</td>
<td>Health Care Delivery in the United States</td>
<td>3 credits</td>
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<td>HCS 230</td>
<td>Introduction to Health and Disease</td>
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<td>HCS 320</td>
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<td>HCS 325</td>
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<td>Health Care Consumer - Trends and Marketing</td>
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<td>HCS 451</td>
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<td>HCS 457</td>
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<td>HCS 440</td>
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<td>HCS 430</td>
<td>Legal Issues in Health Care: Regulation and Compliance</td>
<td>3 credits</td>
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<td>HCS 475</td>
<td>Leadership and Performance Development</td>
<td>3 credits</td>
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<td>HCS 455</td>
<td>Health Care Policy: The Past and the Future</td>
<td>3 credits</td>
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<td>HCS 446</td>
<td>Health Administration Capstone</td>
<td>3 credits</td>
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<tr>
<td>HCS 499</td>
<td>Health Care Management</td>
<td>3 credits</td>
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Degree Requirements for the BSHA

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
  - Oregon students must fulfill the Additional Liberal Arts area with three (3) credits in the physical or biological sciences.
  - 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 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
- Oregon campus students must use writing courses to complete the 6 credits of Communication Arts

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
- Oregon students and students attending Online who reside in Oregon must fulfill this content area with three (3) credits in the physical or biological sciences

Interdisciplinary Requirement(s): 18 credits
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSHA

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Students must satisfy all required courses of study in the First-Year Sequence course must be comparable in content to the university course It is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSHA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of eighteen (18) upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).

Students may also waive nine (9) lower division credits from the required course of study.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
The course must have been completed within the past ten (10) years (5 years for Information Security & Technology courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the required course of study may not be waived: GEN 200, HCS 449

Course Descriptions for the BSHA

GEN 200 ................................................................................... 3 credits

Foundations for General Education and Professional Success

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

HCS 212 ................................................................................... 3 credits

Health Care Vocabulary

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

HCS 235 ................................................................................... 3 credits

Health Care Delivery in the United States

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 245 ................................................................................... 3 credits

Introduction to Health and Disease

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 320 ................................................................................... 3 credits

Health Care Communication Strategies

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

HCS 325 ................................................................................... 3 credits

Health Care Management

The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

HCS 335 ................................................................................... 3 credits

Health Care Ethics and Social Responsibility

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

HCS 341 ................................................................................... 3 credits

Human Resources in Health Care

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.
HCS 483 ................................................................. 3 credits
Health Care Information Systems
The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.

HCS 490 ................................................................. 3 credits
Health Care Consumer - Trends and Marketing
In this course students will have the opportunity to examine the traits, trends and needs of today’s health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.

HCS 405 ................................................................. 3 credits
Health Care Financial Accounting
This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined

HCS 440 ................................................................. 3 credits
Economics: The Financing of Health Care
This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system’s use of grant funding and research dollars is described.

HCS 465 ................................................................. 3 credits
Health Care Research Utilization
This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition, students will analyze the key elements of evidence-based research within health care.

HCS 451 ................................................................. 3 credits
Health Care Quality Management and Outcomes Analysis
This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

COMM 215 ............................................................ 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 ............................................................... 3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ............................................................... 3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University Library and learn how to access its resources successfully.

Course Descriptions for the Concentration in Health Management

HCS 457 ................................................................. 3 credits
Public and Community Health
This course provides health care students with an introduction to the development of the public health system and through the epidemiological model students will examine the impact of environmental factors on disease trends as well as communicable disease controls. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 430 ................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
This course 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 475 ................................................................. 3 credits
Leadership and Performance Development
This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader’s role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCS 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.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific concentration areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to concentrations related to specific areas of criminal justice within those domains. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja.

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

GEN 200 .................................................................................................................. 3 credits
Foundations for General Education and Professional Success
CJA 204 ~ ................................................................................................................. 3 credits
Introduction to Criminal Justice
CJA 214 ~ ................................................................................................................. 3 credits
Introduction to Police Theory and Practices
CJA 224 ~ ................................................................................................................. 3 credits
Introduction to Criminal Court Systems
CJA 234 ~ ................................................................................................................. 3 credits
Introduction to Corrections

BSCJA Required Course of Study

CJA 304 ~ ................................................................................................................. 3 credits
Interpersonal Communications
CJA 314 ~ ................................................................................................................. 3 credits
Criminology
CJA 324 ~ ................................................................................................................. 3 credits
Ethics in Criminal Justice
CJA 334 ~ ................................................................................................................. 3 credits
Research Methods in Criminal Justice
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 one concentration in a particular area of study at the time of enrollment.

Students may also complete an additional concentration. Please contact your academic representative for more information.

Concentration in Human Services

The BSCJA Human Services concentration is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular concentration represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional and community corrections.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-hs.

BSHS 311 ~ .............................................................................................................. 3 credits
Models of Effective Helping
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 skill sets associated with the police, the courts, and with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bscja-m.

CJA 444 — Organizational Behavior and Management 3 credits
CJA 454 — Criminal Justice Management Theory and Practice 3 credits
CJA 464 — Criminal Justice Policy Analysis 3 credits
CJA 474 — Managing Criminal Justice Personnel 3 credits
CJA 484 — Criminal Justice Administration Capstone 3 credits

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.
- Signed Criminal Conviction Prohibition Acknowledgement Form

General Education Requirements for the BSCJA
A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:
- Communication Arts, 6 credits
  Oregon campus students must use writing courses to complete the 6 credits of Communication Arts
- Mathematics, 6 credits
- Science and Technology, 6 credits
- Must include at least three credits in physical or biological sciences
- Humanities, 6 credits
- Social Science, 6 credits
- Additional Liberal Arts, 6 credits

Interdisciplinary Requirements, 18 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Degree Requirements for the BSCJA
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
- Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
- Students will declare a concentration at the time of enrollment.
- The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the BSCJA
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

• Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

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

• The course must have been completed and 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

Course Descriptions for the BSCJA

GEN 200 ................................................................................... 3 credits

Introduction to Criminal Justice

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, theoretical thinking, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

CJA 204 ................................................................................... 3 credits

Introduction to Policy Theory and Practices

This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.
CJA 224.....................................................................................3 credits

Introduction to Criminal Court Systems
This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 234.....................................................................................3 credits

Introduction to Corrections
This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitation of prisoners.

CJA 304.....................................................................................3 credits

Interpersonal Communications
This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in 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 314.....................................................................................3 credits

Criminology
Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 324.....................................................................................3 credits

Ethics in Criminal Justice
This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 334.....................................................................................3 credits

Research Methods in Criminal Justice
Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 344.....................................................................................3 credits

Cultural Diversity Issues in Criminal Justice
This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and corrections environments.

CJA 354.....................................................................................3 credits

Criminal Law
This is an introductory course in the study of criminal law, general legal principles, and how the criminal law functions in and affects modern society. This course highlights a variety of key topics, including the concept of crime and the development of criminal law; defenses to criminal charges; and a number of specific types of crimes, including personal crimes, property crimes, public order crimes, and offenses against public morality. Legal issues affecting punishment will also be discussed, as will ways the criminal law impacts victims of crime.

CJA 364.....................................................................................3 credits

Criminal Procedure
This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, pre-trial and trial processes. In addition, the United States Constitution as interpreted by the U.S. Supreme Court is examined along with philosophical policy considerations. Application of core knowledge is developed through simulation exercises and examination of homeland security issues.

CJA 374.....................................................................................3 credits

Juvenile Justice Systems and Processes
This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.

CJA 384.....................................................................................3 credits

Criminal Organizations
This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized crime groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.

CJA 394.....................................................................................3 credits

Contemporary Issues and Futures in Criminal Justice
This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.
COMM 215 ................................................................. 3 credits

**Essentials of College Writing**

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 ................................................................. 3 credits

**Skills for Lifelong Learning**

This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................. 3 credits

**Skills for Professional Development**

This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

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**Course Descriptions for the Concentration in Human Services**

BSHS 311 ................................................................. 3 credits

**Models of Effective Helping**

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.

BSHS 401 ................................................................. 3 credits

**Case Management**

This course covers principles, practices, and issues in case management. The diagnosis and treatment of developmental, psychological, and psychiatric problems and treatment resources in least restrictive and most cost effective settings will be examined.

BSHS 441 ................................................................. 3 credits

**Advocacy and Mediation**

This course is designed to explore the potential use and benefits of alternative dispute resolution in human services as a part of the advocacy process. Students will explore the role of the advocate, learn about various dispute resolution models, and identify and practice mediation skills. Attention to overcoming barriers to effective service delivery will be examined. Students will experience the roles of mediator, advocate, and agency representative through role-plays in dyads and small groups.
Mental Health and Crisis Intervention Practices

Students will learn about the history and current status of the human services delivery system and the mental health services system. Appropriate protocols for assessing strategies will be examined and explored. Students will explore the skills, techniques, and uses of crisis intervention.

Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.

Course Descriptions for the Concentration in Management

Organizational Behavior and Management

This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 454.................................................................3 credits
Criminal Justice Management Theory and Practice

This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 464.................................................................3 credits
Criminal Justice Policy Analysis

This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

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

This course is a survey of important personnel issues inherent to organizations and especially to Criminal Justice organizations. Problems, procedures and solutions to common personnel issues will be explored.

CJA 484.................................................................3 credits
Criminal Justice Administration Capstone

This capstone course for the criminal justice administration undergraduate degree program provides students with an integration of acquired knowledge of theory to practical applications. Particular attention is given to integrating core content of criminal justice administration with specialized content from students' selected concentration area. Students will assess the impact of their educational experiences on their professional competence and values, critical thinking and problem solving, communication, information utilization, and collaboration skills.
Undergraduate Business and Management works closely with other academic colleges to provide and administer academic courses in other business related fields. In cooperation with the College of Information Systems and Technology (IS&T), the College of Undergraduate Business and Management provides select IS&T courses in the e-Business and Information Systems major. The college also works cooperatively with the Colleges of Arts and Sciences to give breadth to the undergraduate learning experience through the integration of general education and professional course work.

The Bachelor of Science in Business

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

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

**BSB Program Category Requirements - A Track and B Track**

**Introductory Course, 3 total credits**

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<th>Course</th>
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<tbody>
<tr>
<td>GEN 200 (For A Track only)</td>
<td>3 credits</td>
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<tr>
<td>GEN 195 (For B Track only)</td>
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Foundations of General Education and Professional Success

**Communications, 3 total credits**

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<tr>
<td>BCOM 275</td>
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Business Communications and Critical Thinking

**Business Information Systems, 3 total credits**

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<th>Course</th>
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<tr>
<td>BIS 220</td>
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Introduction to Computer Applications and Systems

**Management, 6 total credits**

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<td>MGT 230</td>
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<td>MGT 311</td>
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Management Theory and Practice

Organizational Development

**Accounting, 6 total credits**

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<td>ACC 290</td>
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<td>ACC 291</td>
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Principles of Accounting I

**Principles of Accounting II**

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<th>Course</th>
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<td>ACC 291</td>
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**Ethics & Social Responsibility, 3 total credits**

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<td>ETH 316</td>
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Ethics and Social Responsibility

**Economics, 6 total credits**

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<td>ECO 372</td>
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Principles of Macroeconomics

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<td>ECO 365</td>
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Principles of Microeconomics

**Business Law, 3 total credits**

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Contemporary Business Law

**Finance, 3 total credits**

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<td>FIN 370</td>
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Finance for Business

**Marketing, 3 total credits**

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Marketing

**Research and Statistics, 6 total credits**

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<th>Course</th>
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Business Research

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<td>QNT 351</td>
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Quantitative Analysis for Business

**Business Capstone, 3 total credits**

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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BUS 475</td>
<td>3 credits</td>
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Integrated Business Topics

Students must select one concentration in a particular area of study at the time of enrollment. Students may also complete an additional concentration. Please contact your academic representative for more information.

**Accounting Concentration**

The Accounting Concentration promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-acc.
ACC 349 ~ ................................................................. 3 credits
Cost Accounting
ACC 421 ~ ................................................................. 3 credits
Intermediate Financial Accounting I
ACC 422 ~ ................................................................. 3 credits
Intermediate Financial Accounting II
ACC 423 ~ ................................................................. 3 credits
Intermediate Financial Accounting III
ACC 497 ~ ................................................................. 3 credits
Advanced Topics in Accounting Research

The BSB/ACC may not educationally qualify graduates to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA exam in some states, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the exam to determine the precise educational and other requirements, including the acceptability of the University’s BSB/ACC.

**Management Concentration**

The Management Concentration emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Concentration allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-mkt.

**Students must choose three of the following courses:**

- **Creative Minds and Critical Thinking**
- **Innovative Leadership**
- **Managing Change in the Workplace**
- **Cost Accounting**
- **Intermediate Financial Accounting I**
- **Intermediate Financial Accounting II**
- **Intermediate Financial Accounting III**
- **Advanced Topics in Accounting Research**

**Additional Admission Requirements BSB**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.

**Degree Requirements for the BSB**

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: 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
A Track must include: COMM 215, equivalent or higher
B Track must include: COM 170 and COM 172

Oregon campus students, enrolled in the A Track, must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus. B Track students will meet this requirement by completing COM 170 and COM 172.

Mathematics Requirement(s) 6 credits
Must include MTH 209 or higher

Science & Technology Requirement(s) 6 credits
B Track must include: SCI 163

Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement(s) 6 credits
B Track must include: HUM 114

Social Science Requirement(s) 6 credits
B Track must include: PSY 211

Additional Liberal Arts Requirement(s) 6 credits

Interdisciplinary Requirement(s) 18 credits
B Track must include: FP 120

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSB

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSB

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of ‘C’ (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Course Descriptions for the BSB

**Foundations for General Education and Professional Success**

**GEN 200** ................................................................. 3 credits

**Introduction to Computer Applications and Systems**

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including work processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

**MGT 230** ................................................................. 3 credits

**Management Theory and Practice**

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

**MGT 311** ................................................................. 3 credits

**Organizational Development**

This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

**ACC 290** ................................................................. 3 credits

**Principles of Accounting I**

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

**ACC 291** ................................................................. 3 credits

**Principles of Accounting II**

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

**ETH 316** ................................................................. 3 credits

**Ethics and Social Responsibility**

This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

**ECO 372** ................................................................. 3 credits

**Principles of Macroeconomics**

This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
Principles of Microeconomics

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 365 ................................................................................... 3 credits

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.

LAW 421 .................................................................................. 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 370 ..................................................................................... 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 421 .................................................................................... 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.

RES 351 ................................................................................... 3 credits

Quantitative Analysis for Business

This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

QNT 351 ................................................................................... 3 credits

Integrated Business Topics

The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

BUS 475 .................................................................................... 3 credits

Essentials of College Writing

This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 300 ................................................................................... 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.

MTH 209 .................................................................................... 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 215 ................................................................................... 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 101 ................................................................................... 3 credits

College Mathematics II

This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.
Course Descriptions for the Accounting Concentration

ACC 349 ................................................................................... 3 credits
Cost Accounting
This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

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 497 ................................................................................... 3 credits
Advanced Topics in Accounting Research
This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

Course Descriptions for the Management Concentration

PHL 458 .................................................................................... 3 credits
Creative Minds and Critical Thinking
In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

MGT 498 .................................................................................. 3 credits
Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

HRM 300 .................................................................................. 3 credits
Fundamentals of Human Resource Management
This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 326 .................................................................................. 3 credits
Employee Development
This course explores the role and relevance of employee development in today’s business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.
LDR 300 .................................................................................... 3 credits

**Innovative Leadership**
This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.

MGT 360 .................................................................................... 3 credits

**Green and Sustainable Enterprise Management**
This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.

MGT 411 ................................................................................... 3 credits

**Innovative and Creative Business Thinking**
This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.

MGT 426 .................................................................................... 3 credits

**Managing Change in the Workplace**
This course provides an overview of methods and techniques required of supervisory and management personnel responsible for managing change. As a result of the course, students will be able to identify and develop strategies for managing the following: organizational aspects of change, including shifts in leadership, reorganizations, working conditions, technologically imposed change and workforce issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

OI 361 ..................................................................................... 3 credits

**Innovation, Design, and Creativity for a Competitive Advantage**
This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

ETH 355 ..................................................................................... 3 credits

**Understanding Ethics**
This is an advanced course in moral philosophy, or ethics. Through a critical survey of theory and application, these courses examine the frameworks of moral judgment (e.g., cultural relativism, subjectivism); historically important theoretical approaches to ethics; and consider a wide variety of important moral issues such as war, animal rights, abortion, and euthanasia. (Honors Credit Only).

OI 370 ..................................................................................... 3 credits

**Innovation for the 21st Century**
This course covers the impact of innovation on organizations. In this course students will apply innovation strategies, processes, and theories to help propel an organization into the 21st century. Topics will include managing innovation process, organizational culture for innovation, and leadership of innovation.

PHL 410 ................................................................................... 3 credits

**Classical Logic**
This is a systematic course in the use of argument and logic in formal constructs. As logic is applied in various aspects of human reasoning including from deductive inference to mathematical proofs, this course will demonstrate the skills of deduction, validity, and symbols to determine the strengths and soundness of argument and conclusions.

**Course Descriptions for the Marketing Concentration**

MKT 435 ................................................................................... 3 credits

**Consumer Behavior**
This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 498 ................................................................................... 3 credits

**Integrated Marketing Strategies**
This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication elements including advertising, public relations, sales promotion, event management, media selection, and sales management.

COM 340 ................................................................................... 3 credits

**Mass Communication**
This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 400 ................................................................................... 3 credits

**Media and Society**
The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

MKT 438 ................................................................................... 3 credits

**Public Relations**
This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity, and improving customer satisfaction; relationship-building strategies; and ethics and public relations.
Bachelor of Science in Management

The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/about/programs/bsm.

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>Skills for Professional Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>MGT 330</td>
<td>Management: Theory, Practice, &amp; Application</td>
<td>3 credits</td>
</tr>
<tr>
<td>Critical Thinking: Strategies in Decision Making</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Cultural Diversity</td>
<td>3 credits</td>
</tr>
<tr>
<td>PHL 323</td>
<td>Ethics in Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>RES 320</td>
<td>Foundations of Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 428</td>
<td>Organizational Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>COMM 470</td>
<td>Communicating in the Virtual Workplace</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 320</td>
<td>Human Motivation</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 430</td>
<td>Team Dynamics for Managers</td>
<td>3 credits</td>
</tr>
<tr>
<td>TEC 401</td>
<td>Human Factors in Technology</td>
<td>3 credits</td>
</tr>
<tr>
<td>FIN 324</td>
<td>Financial Analysis for Managers I</td>
<td>3 credits</td>
</tr>
<tr>
<td>Three Upper Division Electives 3 credits each</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td>GEN 480</td>
<td>Interdisciplinary Capstone Course</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

- 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.

- Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student's University of Phoenix transcript when the BSM degree is conferred.

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.

- Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student's University of Phoenix transcript when the BSM degree is conferred.

General Education Requirements for the BSM

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

Communication Arts Requirement(s) 6 credits

Oregon campus students must use writing courses to complete the 6 credits of Communication Arts

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

Interdisciplinary Requirement(s) 15 credits

Additional Liberal Arts Requirement(s) 6 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:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework.
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 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, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

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

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.

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 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.

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.

PHL 323 ........................................................................................................... 3 credits

Ethics in Management

This course provides opportunities for the analysis and synthesis of the role of ethics in the organization. Emphasis is placed on the way ethics affect thinking, relationship development, policy formation, and professional conduct in the workplace. Students develop the skills to understand and integrate constructive ethics into practices that support the success of the employee and the organization.

RES 320 ........................................................................................................... 3 credits

Foundations of Research

This is a course introducing the foundations of research. Research principles and the scientific method are applied to professional situations. The course is designed to equip students with an understanding of commonly employed research methodologies that can be utilized to improve productivity and increase customer satisfaction.

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.

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.

PSY 320 ........................................................................................................... 3 credits

Human Motivation

This course seeks to synthesize the many theories of human motivation with the practical application of motivating employees. To this end, the course will examine historical theories as well as recent developments in the field of motivation and their relationship to management practices. The primary concepts of goals, quality of work, and rewards will be examined and applied to the workplace.

PSY 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.

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.

FIN 324 ........................................................................................................... 3 credits

Financial Analysis For Managers I

This course is designed to frame financial issues for non-financial managers. Basic accounting and financial terminology and concepts are introduced and practiced. Topics covered include: the accounting environment, financial statements, financial markets, working capital management and financial planning, and Internal Controls.
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.

COMM 215 ............................................................................. 3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 200................................................................................... 3 credits
Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101................................................................................... 3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.
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Bachelor of Science in Information Technology

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

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

A Track Required Introductory Course

GEN 200 ............................................................... 3 credits
   Foundations for General Education and Professional Success

B Track Required Introductory Course

GEN 195 ............................................................... 3 credits
   Foundations of University Studies

BSIT Required Course of Study - A Track and B Track

CIS 207 ~ ........................................................... 3 credits
   Information Systems Fundamentals
PRG 211 ~ ........................................................... 3 credits
   Algorithms and Logic for Computer Programming
WEB 240 ~ ........................................................... 3 credits
   Web Design Fundamentals
POS 355 ~ ........................................................... 3 credits
   Introduction to Operating Systems
ENG 221 ~ ........................................................... 3 credits
   Technical Writing Fundamentals
BSA 310 ~ ........................................................... 3 credits
   Business Systems
BSA 375 ~ ........................................................... 3 credits
   Fundamentals of Business Systems Development
CMGT 410 ~ ........................................................... 3 credits
   Project Planning & Implementation
DBM 380 ~ ........................................................... 3 credits
   Database Concepts
CMGT 400 ~ ........................................................... 3 credits
   Intro to Information Assurance & Security
NTC 362 ~ ........................................................... 3 credits
   Fundamentals of Networking
PRG 420 ~ ........................................................... 3 credits
   Java Programming I
MTH 221 ~ ........................................................... 3 credits
   Discrete Math for IT
CMGT 445 ~ ........................................................... 3 credits
   Application Implementation

Concentration in Software Engineering

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-se.

PRG 421 ~ ........................................................... 3 credits
   Java Programming II
BSA 385 ~ ........................................................... 3 credits
   Intro to Software Engineering
CSS 422 ~ ........................................................... 3 credits
   Software Architecture
POS 408 ~ ........................................................... 3 credits
   .NET I
POS 409 ~ ........................................................... 3 credits
   .NET II

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

Additional Admission Requirements for the BSIT

All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSIT

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 42 upper division credits.
  • A minimum of 54 credits of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their degree program.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students will declare a concentration at the time of enrollment.
• The diploma awarded for this program will read as: Bachelor of Science in Information Technology and will not reflect the concentration. Concentrations are reflected on the transcript only.
General Education Requirements for the BSIT
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher and COMM 218)
(B Track must include: COM 170 and COM 172)
Oregon campus students, enrolled in the A Track, must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus. B Track students will meet this requirement by completing COM 170 and COM 172.

Mathematics Requirement 6 credits
(Must include MTH 220, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences
Humanities Requirement 6 credits
(B Track must include: HUM 114)
Social Science Requirement 6 credits
(B Track must include: PSY 211)
Additional Liberal Arts Requirement 6 credits
(A Track Oregon campus students must include COMM 218)
(B Track must include COMM 218)
Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

Academic Progression Requirements for the BSIT

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application will be enrolled in the B Track and are required to complete the First-Year Sequence.
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content to the university course it is replacing, must be at least a 2.67 credit course, and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSIT
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years (ten years for MTH 221) of application to the University with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program. This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: GEN 195, GEN 200
Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).

Course Descriptions for the BSIT

GEN 200 ................................................................................... 3 credits
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.

Genesis 195 ................................................................................... 3 credits
Foundations of University Studies
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.

CMGT 410 ................................................................................... 3 credits
Project Planning and Implementation
This course provides the foundation for successful project planning, organization, and implementation within the realm of information technology. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling and staffing, tracking and controlling, and software tools for project management.

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 procedural and object oriented computer programs to address the problem solving requirements associated with business information systems. This course will cover procedural programming concepts including data types, controls structures, functional decomposition, arrays, and files, classes and objects.

WEB 240 ................................................................................... 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 websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.

BSC 355 ................................................................................... 3 credits
Introduction to Operating Systems
This course provides an introduction to operating systems. Topics covered include operating system concepts, program execution, and operating system internals such as memory, processor, device, and file management. A variety of operating systems are compared and contrasted.

ENG 221 ................................................................................... 3 credits
Technical Writing Fundamentals
This course introduces 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.

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, the potential for integration of the systems, and information systems security.

BSA 375 ................................................................................... 3 credits
Fundamentals of Business Systems Development
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

POS 355 ................................................................................... 3 credits
Technical Writing Fundamentals
This course introduces development tools and techniques used to publish web pages on the World Wide Web. Students use basic hypertext markup language, scripting, and presentational technologies to create websites with the aid of a software authoring application. Topics include XHTML, CSS, JavaScript®, server hosting, site publication, site maintenance, and search engine optimization.
DBM 380.................................................................3 credits
Database Concepts
This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

CMGT 400......................................................................................3 credits
Intro to Information Assurance & Security
This course is an introduction to information assurance and security in computing technology. Topics include risk management; protecting information in the enterprise; business continuity and disaster recovery planning; threats and remediation; legal, ethical, and professional issues; and considerations within systems development processes.

NTC 362....................................................................................3 credits
Fundamentals of Networking
This course provides a foundation in the basic telecommunications and networking technologies fundamental to the industry and to the broad field of telecommunications. Analog, digital, and radio frequency technologies are covered. Also covered in this course is an introduction to the OSI protocol model, network-switching systems, basics of wireless communications, and network security.

PRG 420 ....................................................................................3 credits
Java Programming I
This course introduces object-oriented programming in the content of business applications development. The basics of the Java programming language are covered.

MTH 221...................................................................................3 credits
Discrete Math for Information Technology
Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

CMGT 445 ................................................................................3 credits
Application Implementation
This course will cover the process and issues associated with the implementation of a computer application information system. Topics will include the processes associated with sponsor and stakeholder approvals, end user training, technical staff training, conversion from existing application(s) and integration into the information system production environment. This course will also examine the use of development and testing environments and the testing procedures related to the implementation of a computer application information system.

COMM 215 .................................................................3 credits
Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

MTH 220......................................................................................3 credits
College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, radical, exponential and logarithmic functions, systems of equations, sequences, series, and probability.

MTH 221......................................................................................3 credits
Discrete Math for Information Technology
Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

GEN 101 ...................................................................................3 credits
Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ...................................................................................3 credits
Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.
Course Descriptions for the Concentration in Software Engineering

PRG 421 ............................................................................................................. 3 credits
Java Programming II
This course continues the subject in PRG 420, Java Programming I. Topics include designing complex applications and the use of date files.

BSA 385 ............................................................................................................. 3 credits
Intro to Software Engineering
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a background in applications software development and testing techniques through a combination of theory and application.

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.

POS 408 ............................................................................................................. 3 credits
.NET I
This course introduces object-oriented programming in the context of business applications development. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.

POS 409 ............................................................................................................. 3 credits
.NET II
This course extends the facilities and command sets of the Visual Basic programming system for Windows®. Topics covered include designing Visual Basic applications, forms, event driven procedures, writing and debugging programs, databases, data files, and printing.

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GRADUATE PROGRAMS

Admission Procedures

Application Process

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

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

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

Transcript Requests of Other Institutions

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

Foreign Academic Records

Students applying to the University with foreign academic records or credentials may have additional requirements that must be met in order to enroll in courses or gain admission due to the differences in educational systems and document requirements.

All academic records from Afghanistan, Somalia or Turkmenistan must be evaluated by an external evaluation service approved by the University of Phoenix. An applicant submitting academic records from Albania, Algeria, Andorra, Angola, Antigua, Argentina, Armenia, Aruba, Australia, Austria, Azerbaijan, Bahamas, Bahrain, Bangladesh, Barbados, Barbuda, Belarus, Belgium, Belize, Benin, Bermuda, Bhutan, Bolivia, Bosnia-Herzegovina, Botswana, Brazil, British Virgin Islands, Brunei/Brunei-Darussalam, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Canada, Cape Verde, Cayman Islands, Central African Republic, Chad, Chile, China, Colombia, Congo, Democratic Republic of Congo, Costa Rica, Cote d’Ivoire, Croatia, Cuba, Cyprus, Czech Republic, Czechoslovakia, Democratic People’s Republic of Korea (North Korea), Denmark, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Estonia, Ethiopia, Fiji, Finland, France, French Guiana, French Polynesia, Gabon, Gambia, Georgia, Germany, Ghana, Greece, Grenada, Guatemala, Guinea, Guyana, Haiti, Holy See, Honduras, Hungary, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyzstan, Laos People’s Democratic Republic, Latvia, Lebanon, Lesotho, Liberia, Libya Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Malawi, Malaysia, Maldives, Mali, Mauritania, Mauritius, Mexico, Republic of Moldova, Monaco, Mongolia, Montenegro, Montserrat, Morocco, Mozambique, Myanmar, Namibia, Nepal, Netherlands, Netherland Antilles, New Caledonia, New Zealand, Nicaragua, Niger, Nigeria, Norway, Oman, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Poland, Portugal, Qatar, Romania, Russia (Russian Federation), Rwanda, Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin, Saudi Arabia, Scotland, Senegal, Serbia, Sierra Leone, Singapore, Slovakia, Slovenia, Solomon Islands, South Africa, South Korea, Spain, Sri Lanka, St. Vincent and The Grenadines, Sudan, Sweden, Switzerland, Syria, Tajikistan, Tanzania, Thailand, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkey, Turks and Caicos Islands, Union of Socialist Republics (U.S.S.R.), Ukraine, United Arab Emirates, Uruguay, Uzbekistan, Western Samoa, Venezuela, Vietnam, Yemen, Yugoslavia, Zambia or Zimbabwe may be evaluated internally by the central Office of Admissions and Evaluation or evaluated by an external evaluation service approved by the University of Phoenix. Internal evaluation practices utilized by the central Office of Admissions and Evaluation follow standards and practices defined by the National Association of Foreign Student Administrators (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Certain programs that lead to certification may require students to have an evaluation performed by an external evaluation agency that is approved by both the University and the state in which the student seeks certification.

Students using foreign academic records to satisfy an admission requirement will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service or evaluation performed by the Central Office of Admissions & Evaluation. Original academic records or copies of academic records that have been verified as authentic by the issuing institution are required to be on file prior to a student gaining unconditional admission to the University. If the academic records are in another language, a certified English translation or translation performed by the central Office of Admissions and Evaluation (Spanish and French only) is required. The University will accept translations from the issuing institution or an official translation service.
Non–Native Speakers of English

An applicant who does not have appropriate English language experience in an academic environment will not be eligible to attend classes under Registered status. Official documentation with an appropriate score on the Test of English as a Foreign Language (TOEFL) Test of English for International Communication (TOEIC), International English Language Testing System (IELTS), Pearson Test of English Academic (PTE) or Berlitz Online English Proficiency Exam must be submitted with the admission file and admission granted before the applicant may begin the program.

Admission Appeal Process

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

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

Graduate Admission Requirements

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

• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  • Achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  -or-
  • Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  -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 75 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  -or-
  • Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  -or-
• Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.

The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:

• The applicant has successfully completed thirty (30) transferable, academic semester credits at a recognized college or university in a country in which English is the official language.
• The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the medium of instruction.
• The applicant has previously earned, prior to applying for admission to the University of Phoenix, a U.S. high school diploma or G.E.D. Applicants that list any language other than English as their native language on the admission application and G.E.D is taken, must submit a copy of the G.E.D to verify it was taken in the English version format.
• The applicant has earned the equivalent of a U.S. high school diploma in a country in which English is the official language.
• The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.

Applicants who reside in the United States must meet one of the following requirements:

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

Applicants who reside in Canada must meet one of the following requirements:

• Be a legal resident of Canada
• Be a landed immigrant
• Have a valid visa that does not prohibit educational studies
• Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
• A completed and signed graduate application and application fee.
• A signed Enrollment/Disclosure Agreement.
Estimated Program Length

To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60 / 24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
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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 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 Psychology

The following Master of Science in Psychology (MS/P) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Science in Psychology focuses on the scientific study of human behavior, including cognition, motivation and emotion. The program provides training in four core areas: biological bases of behavior, acquired or learned bases of behavior, social, cultural and systemic influences on behavior and individual differences in behavior. Students will learn how the science of psychology is advanced through research. Emphasis is placed on critical thinking, problem-solving and the application of knowledge to problems and issues related to the human experience. This program is not designed to prepare students for professional licensure.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-p.

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

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.

MS/P Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYCH 500</td>
<td>Communication Skills for Graduate Study</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 504</td>
<td>Lifespan Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 515</td>
<td>Personality Theories</td>
<td>3</td>
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<tr>
<td>PSYCH 525</td>
<td>Advanced Abnormal Psychology</td>
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<tr>
<td>PSYCH 535</td>
<td>Multicultural Psychology</td>
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<tr>
<td>PSYCH 540</td>
<td>Research Methodology</td>
<td>3</td>
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<tr>
<td>PSYCH 545</td>
<td>Measurements and Statistics</td>
<td>3</td>
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<tr>
<td>PSYCH 550</td>
<td>Survey of Professional Psychology</td>
<td>3</td>
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<tr>
<td>PSYCH 555</td>
<td>Psychology of Learning</td>
<td>3</td>
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<tr>
<td>PSYCH 560</td>
<td>Social Psychology</td>
<td>3</td>
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<td>PSYCH 570</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYCH 575</td>
<td>Organizational Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

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, 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.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MS/P

The degree completion requirements for this program are as follows:

- Completion of a minimum of 39 credits.
- A minimum program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the MS/P

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: COM 505

Course Descriptions for the MSP

**Communication Skills for Graduate Study**

COM 505 ..................................................................................3 credits

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, program standards, stress and time management, and Learning Team processes.

**Personality Theories**

PSYCH 500 ..................................................................................3 credits

This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and systems theory. Emphasis is placed on historical, biographical, and psychosocial development within the context of gender, family systems, social roles, and culture.

**Advanced Abnormal Psychology**

PSYCH 504 ..................................................................................3 credits

This course covers a wide range of definitions and models that focus on the complex or problematic psychological disorders and conditions of psychopathology. Emphasis is on learning accepted conceptualizations of such disorders along with contemporary treatment approaches. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the basis of diagnosis and classification of psychopathology. Critical thinking skills are emphasized, as are multicultural, legal, and ethical issues involved in the field of abnormal psychology.

**Lifespan Development**

PSYCH 515 ..................................................................................3 credits

This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development across the life span. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.

**Measurements and Statistics**

PSYCH 525 ..................................................................................3 credits

This course provides students with a foundation in statistical methods and principles of measurement and assessment necessary for competency in research, evaluation, and treatment planning for professional psychology practice applications. Students learn statistical models, procedures, and measurement techniques that are relevant to the mastery of examination procedures in psychological assessment, organizational assessment, and clinical examinations that use standardized testing instruments, criterion based assessments and the Diagnostic and Statistical Manual of Mental Disorders (DSM).
PSYCH 540 ............................................................................. 3 credits
Research Methodology
This course is an overview of the fundamentals of research methods applicable to the broad field of psychology. Topics include research design, quantitative and qualitative forms of analysis, ethical issues in research, and appropriate documentation of research processes and outcomes. Students become critical evaluators of research, with emphasis placed on engaging the students in analytical reading of research literature in psychology and the application of skills in conducting primary behavioral research.

PSYCH 535 .............................................................................. 3 credits
Multicultural Psychology
This course provides students with an in depth focus on cultural factors and cross-cultural perspectives in the field of psychology. Students learn to identify and consider cultural variables in the application of psychological theories and practices. Multicultural issues and valued diversity are the main content focus throughout the course.

PSYCH 545 ............................................................................. 3 credits
Survey of Professional Psychology
This course surveys various professional activities in psychology and the legal and ethical responsibilities of the psychology professional. Students learn underlying ethical principles relevant to a broad range of issues in the field of psychology, as well as to interpret and act upon various situations appropriately and effectively. Content includes issues such as subject and client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

PSYCH 550 ............................................................................. 3 credits
Psychology of Learning
This course examines major theories of learning with relevance to instrumental and classical (Pavlovian) conditioning, cognitive learning processes, motivation, affect, and memory. The students will explore relevant research on traditional and contemporary issues in learning, with an emphasis on human learning from both behavioral and cognitive perspectives.

PSYCH 555 ............................................................................. 3 credits
Social Psychology
This course covers the basic theoretical foundations and recurrent themes in social psychology, including attitudes, stereotyping, conformity, power, aggression, prosocial behavior, the social self, emotions, group dynamics, and inter-group relations. Emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.

PSYCH 560 ............................................................................. 3 credits
Cognitive Psychology
This course surveys what modern cognitive psychology says about problem solving and reasoning, memory, language, imagery, and the processes and pathology of language and thought. Cognitive models of information processing in humans and animals are reviewed.

PSYCH 570 ............................................................................. 3 credits
Organizational Psychology
This course is an in-depth look at organizational psychology and therefore covers the organizational side of the field, including the impact of the organizations on the individual and on groups of individuals. The dynamics and cultural characteristics of organizations are identified and described in-depth, and organizational development and change are given particular emphasis as well.

PSYCH 575 ............................................................................. 3 credits
Physiological Psychology
This course is a survey of biological and biochemical correlates of behavior, focusing on the structure and function of the central nervous system, the autonomic nervous system, and the endocrine system as they relate to psychological processes of sensation, drive, emotion, learning, and memory.
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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 may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is based on current research of managerial competencies and graduate business standards as tested by existing national standardized graduate business examinations.

In addition to the University of Phoenix learning goals, the MBA program prepares students to:

- Demonstrate the knowledge and skills needed to identify and solve organizational problems using a systematic decision-making approach.
- Demonstrate the knowledge and skills needed to manage, develop, and motivate personnel to meet changing organizational needs in a global business environment.
- Apply critical analysis of alternatives under conditions of uncertainty.
- Develop awareness of their own values and the effect of those values on organizational decision making.
- Assess whether an organization’s plans and actions align with its values.
- Comprehend the application of a significant amount of business administration knowledge within the domains of management, business law, human capital management, organizational leadership, quantitative reasoning for business, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

Students can gain additional knowledge in a concentration area through the selection and completion of 15 graduate-level credits in concentration-specific courses.

Students may also complete an additional concentration. Please contact your academic representative for more information.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba.

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

MBA Program Category Requirements

Management, 3 total credits
MGT 521 .......................................................... 3 credits
Human Capital Management, 3 total credits
HRM 531 ~ ...................................................... 3 credits
Business Law, 3 total credits
LAW 531 ~ ....................................................... 3 credits
Organizational Leadership, 3 total credits
LDR 531 ~ ....................................................... 3 credits
Quantitative Reasoning for Business, 3 total credits
QRB 501 ~ ....................................................... 3 credits
Economics, 3 total credits
ECO 561 ~ ....................................................... 3 credits
Accounting, 3 total credits
ACC 561 ~ ....................................................... 3 credits
Applied Business Research and Statistics, 3 total credits
QNT 561 ~ ....................................................... 3 credits
Operations Management, 3 total credits
OPS 571 ~ ....................................................... 3 credits
Corporate Finance, 3 total credits
FIN 571 ~ ....................................................... 3 credits
Marketing, 3 total credits
MKT 571 ~ ....................................................... 3 credits
Strategic Planning and Implementation, 3 total credits
STR 581 ~ ....................................................... 3 credits

The University reserves the right to modify the required course of study. Please note that within each state, concentration availability may vary by campus location.
Additional Admission Requirements for the MBA
All applicants are expected to meet the following admissions requirements:
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e., JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- No work experience is required for this program.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA
The degree requirements for this program are the following:
- A minimum of 36 graduate credits must be completed to meet all areas of the required course of study.
- A minimum grade point average (GPA) of 3.0.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Business Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the MBA
- MGT 521 must be the first course taken.
- Strategic Planning & Implementation (STR 581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA
- The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.
- In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past ten (10) years with a “B” (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- Management (MGT 521) may not be waived.
- Strategic Planning & Implementation (STR 581 or an alternative strategy course), which is the last core course in the program, may not be waived.
- The following courses may not be waived: ACC 541, CAP GM591, EM 555, EM 595, GMGT 510, HCS 531, HCS 586, HRM 595, MGT 521, MKT 593, PM 598, QRB 501, STR 581

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses. In the bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program. Students must earn a B- or better in the doctoral level courses in order to waive them in the doctoral program.

Students who have completed Meritus University graduate MBA courses may transfer all courses earned at Meritus University into the MBA program at the University of Phoenix without limitation provided that they sign an Enrollment Agreement for the University of Phoenix MBA program by March 1, 2012. Students transferring from Meritus University to University of Phoenix will still be required to satisfy all program requirements for the University of Phoenix MBA program and complete at least 3 credits at University of Phoenix in order to obtain their MBA degree from University of Phoenix.

Course Descriptions for the MBA
MGT 521 ...................................................................................3 credits
Management
This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.

HRM 531 ...................................................................................3 credits
Human Capital Development
This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.
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 sys-
tem, alternative dispute resolution, enterprise liability, product lia-
liability, international law, business risks, intellectual property, legal
forms of business, and governance.
LDR 531 ................................................................................... 3 credits
Organizational Leadership
This course prepares students to apply leadership principles to the
roles they play as managers. Students will discover more about
themselves and learn more about the connection between the indi-
vidual and the organization. Other topics include organizational
culture, structure, group behavior, motivation, power, politics,
organizational change, and workplace conflict.
QRB 501 ................................................................................... 3 credits
Quantitative Reasoning for Business
This course applies quantitative reasoning skills to business prob-
lems. Students learn to analyze data using a variety of analytical
tools and techniques. Other topics include formulas, visual repre-
sentation of quantities, time value of money, and measures of
uncertainty.
ECO 561 .................................................................................. 3 credits
Economics
This course applies economic concepts to make management deci-
sions. Students employ the concepts of scarce resources and oppor-
tunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macro-
economic measurement, money, trade, and foreign exchange.
ACC 561 .................................................................................. 3 credits
Accounting
This course applies accounting tools to make management deci-
sions. Students learn to evaluate organizational performance from
accounting information. Other topics include financial statements,
cost behavior, cost allocation, budgets, and control systems.
QNT 561 ..................................................................................... 3 credits
Applied Business Research and Statistics
This course prepares students to apply statistics and probability
concepts to business decisions. Students learn criteria for develop-
ing effective research questions, including the creation of appropri-
ate sampling populations and instruments. Other topics include
descriptive statistics, probability concepts, confidence intervals,
sampling designs, data collection, and data analysis - including
parametric and nonparametric tests of hypothesis and regression
analysis.
OPS 571 ................................................................................... 3 credits
Operations Management
This course applies planning and controlling concepts to increase
the value of the supply chain. Students learn to evaluate and
improve processes. Other topics include process selection, process
design, theory of constraints, project implementation, capacity
planning, lean production, facility location, and business forecasting.
FIN 571 ..................................................................................... 3 credits
Corporate Finance
This course applies corporate finance concepts to make manage-
ment decisions. Students learn methods to evaluate financial alter-
natives and create financial plans. Other topics include cash flows,
business valuation, working capital, capital budgets, and long-
term financing.
MKT 571 .................................................................................. 3 credits
Marketing
This course prepares students to apply marketing concepts to cre-
ate and sustain customer value. Students learn to solve marketing
problems in a collaborative environment. Topics include market
research, customer relationships, branding, market segmentation,
product development, pricing, channels, communications, and
public relations.
STR 581 .................................................................................... 3 credits
Strategic Planning and Implementation
This course integrates concepts from all prior courses in the pro-
gram. Students apply the concepts of strategic planning and imple-
mentation to create sustainable competitive advantage for an
organization. Other topics include environmental scanning, strate-
gic analysis, corporate social responsibility, implementation, evalu-
ation, and risk management.
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The College of Education is within the School of Education, Health and Human Services and offers graduate level degree and non-degree courses for educators. The Master of Arts in Education is the graduate degree program offered through the College of Education. Graduate non-degree programs include several state specific certificates/endorsements. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific 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.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based test (cBT), or a score of 79 on the internet-based test (iBT), or a score of 550 on the written-based test (wBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-  
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-  
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - or-  
  - achieved a minimum score of 75 on the Berlitz Online Test of Reading and Listening Skills - English (effective 02/01/2012) or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
  - or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - or-
  - achieved a minimum 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 75 on the Berlitz Online Test of Reading and Listening Skills - English (effective 02/01/2012) or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) within two years of application to the University.
  - or-
  - achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
  - or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  - or-
  - achieved a minimum 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 75 on the Berlitz Online Test of Reading and Listening Skills - English (effective 02/01/2012) or a minimum score of 550 on the Berlitz Online English Proficiency Exam (prior to 02/01/2012) 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:

- 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.

Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.

- A signed New Student Checklist may be required
- A signed Enrollment/Disclosure Agreement.
Master of Arts in Education/Elementary Teacher Education Early Childhood

The following Master of Arts in Education (MAEd) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education - Early Childhood (MAED/TEDEE) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDEE 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedee.

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

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507.................................................................0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 (entry point).............................................1 credit
Professional Communication

Foundations of Education, 2 total credits
MTE 501 ~ .........................................................2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 508 ~ ............................................................3 credits
Models, Theories, and Instructional Strategies
MTE 520...............................................................3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ ............................................................2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ...........................................................3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 530 ~ ..........................................................4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits
SPE 514 ..............................................................2 credits
Survey of Special Populations
MTE 553 .............................................................3 credits
Instruction and Assessment of English Language Learners

Elementary Methods and Assessment, 10 total credits
MTE 531 ................................................................2 credits
Curriculum Constructs & Assessment: History/Social Science
MTE 532 ................................................................4 credits
Curriculum Constructs and Assessment: Science & Mathematics
MTE 534 ................................................................2 credits
Curriculum Construct & Assessment: Visual and Performing Arts
MTE 537 ................................................................2 credits
Curriculum Construct & Assessment: Physical Education and Health

Student Teaching, 8 total credits
MTE 598 ~ ............................................................4 credits
Student Teaching Part A
MTE 599 ~ ............................................................4 credits
Student Teaching Part B

Grade Level Specializations, 6 total credits
ECH 506..............................................................3 credits
Introduction to Early Childhood Education
ECH 542..............................................................3 credits
Early Childhood Play Theories

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

Additional Admission Requirements for the MAED/TEDEE

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.

• 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 con-
tinue 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.
  • Verification of fingerprint clearance

Academic Progression Requirements for the MAED/TED-EE
Candidates must provide verification of the following prior to
beginning their student teaching experience:
- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam
  (elementary content or secondary content area specific).
- Verification of the completion of 100 hours of field experience
  Candidates will be required to have the minimum GPA for the pro-
  gram prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-EE
- A candidate must earn a grade of "B" (grades of "I" and "B-" are
  not accepted) or better in the following courses: MTE 598, MTE
  599
- Candidates must earn a "B" or better in Student Teaching Part A
  & B in order to complete this program. Candidates who do not
  earn a "B" or better will be required to repeat the seminar(s) in
  which the candidate did not receive the required minimum
  grade and the related portion of student teaching. The Campus
  College chair will coordinate with the Cooperating/Mentor
  Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the
  second attempt, the candidate will be Scholastically Suspended,
  permanently withdrawn, from this program.

Degree Requirements for the MAED/TED-EE
- Completion of a minimum of 47 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work
  Sample (TWS).
- Satisfactory completion of any required internship, student
  teaching, and/or practicum courses.
- Students must take courses within a sequence specified by
  course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours).
  To ensure student’s meet this requirement documentation will
  be periodically uploaded, reviewed, and maintained in the
  candidate’s e-portfolio.
- The diploma awarded for this program will read as follows:
  Master of Arts in Education/Elementary Teacher Education
  Early Childhood

Institutional Recommendation for the MAED/TED-EE
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 Phoe-
nix 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 pro-
grams. An IR cannot be completed until this process has been fin-
ished. This will ensure that candidates have met all of their
obligations to the University before they receive an IR from the
University.
- Candidates must pass their state-mandated professional
  knowledge exam.
- Candidates must provide verification of state and U.S.
  Constitution course work as required by the state certification
  agency.
Residency Requirements and Course Waivers for the MAED/TED-EE

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, 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 may not be waived in the MAED/TED programs: COM 516, MTE 508, MTE 520, MTE 532, MTE 544, MTE 546, MTE 547, MTE 548, MTE 562, MTE 580, MTE 598, MTE 599, RDG 530, RDG 542, SPE 542

- Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
</tr>
<tr>
<td>MAED/TED-E&amp;S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/TED-EE

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-EE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Oregon interns are candidates who are either enrolled in the MAED/TED program while working in a school on an emergency/temporary license, or fully licensed teachers adding an authorization level. Oregon interns may student teach or validate in their own classroom appropriate grade level/content. Interns are required to complete the designated Student Teaching course(s), Teacher Work Sample(s), and clinical experience under the direction of a faculty supervisor and assigned cooperating teacher. All relevant tests must be completed before the University can make an Institutional Recommendation to the licensing bureau.
- 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.

Course Descriptions for the MAED/TED-EE
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

COM 516 ................................................................. 1 credit
Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

MTE 501 ................................................................. 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.

MTE 508 ................................................................. 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 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.

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.

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 formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

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.

SPE 514 ................................................................. 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
MTE 531 ...................................................................................2 credits

Curriculum Constructs & Assessment: History/Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 532 ...................................................................................4 credits

Curriculum Constructs & Assessment: Science & Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 ...................................................................................2 credits

Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 ...................................................................................2 credits

Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

MTE 598 ...................................................................................4 credits

Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 599 ...................................................................................4 credits

Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

ECH 506 ....................................................................................3 credits

Introduction to Early Childhood Education
This course provides an overview of early childhood education for children, birth through age eight. Topics include theories and history of early childhood education, play theories, program types and models, and public policy trends. The course examines the significance of developmentally effective learning experiences throughout early childhood programs.

ECH 542....................................................................................3 credits

Early Childhood Play Theories
This course is designed to increase the understanding of children's play and how it may be used effectively in early childhood academic programs. Theories of children's play and how to use play as a foundation for learning are explored. Play is considered in relation to the motor, cognitive, language, and social and emotional development of young children.
Master of Arts in Education/ Elementary Teacher Education Middle Level

The following Master of Arts in Education (MAED) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Elementary Teacher Education - Middle Level (MAED/TEDEM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDEM 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 him 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedem.

Courses requiring prerequisites are identified by a ~ symbol following the course number. In most instances, students must complete Foundation courses prior to the Specialization.

Program Category Requirements and Course Selections

<table>
<thead>
<tr>
<th>Orientation, 0 total credits</th>
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</thead>
<tbody>
<tr>
<td>MTE 507  ~  Orientation to Teacher Education</td>
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<table>
<thead>
<tr>
<th>Introductory Course, 1 total credit</th>
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<tbody>
<tr>
<td>COM 516  ~  Entry Point</td>
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<table>
<thead>
<tr>
<th>Foundations of Education, 2 total credits</th>
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</thead>
<tbody>
<tr>
<td>MTE 501  ~  The Art and Science of Teaching</td>
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</table>

<table>
<thead>
<tr>
<th>Educational Theories and Models, 6 total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 508  ~  Models, Theories, and Instructional Strategies</td>
</tr>
<tr>
<td>MTE 520  ~  Maintaining an Effective Learning Climate</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Human Development, 2 total credits</th>
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<tbody>
<tr>
<td>MTE 506  ~  Child and Adolescent Development</td>
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<thead>
<tr>
<th>Assessment, 3 total credits</th>
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</thead>
<tbody>
<tr>
<td>MTE 562  ~  Assessment and Evaluation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Reading, 4 total credits</th>
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</thead>
<tbody>
<tr>
<td>RDG 530  ~  Curriculum Constructs &amp; Assessment: Reading and Language Arts</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Special Populations, 5 total credits</th>
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</thead>
<tbody>
<tr>
<td>SPE 514  ~  Survey of Special Populations</td>
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<table>
<thead>
<tr>
<th>Instruction and Assessment of English Language Learners</th>
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<tbody>
<tr>
<td>MTE 553  ~  Instruction and Assessment of English Language Learners</td>
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<table>
<thead>
<tr>
<th>Elementary Methods and Assessment, 10 total credits</th>
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<tbody>
<tr>
<td>MTE 531  ~  Elementary Methods and Assessment: Language Arts</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading, 4 total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 562  ~  Assessment and Evaluation</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Populations, 5 total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 514  ~  Survey of Special Populations</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Teaching, 8 total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 598  ~  Student Teaching Part A</td>
</tr>
<tr>
<td>MTE 599  ~  Student Teaching Part B</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level Specializations, 6 total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 504  ~  Adolescent Psychology</td>
</tr>
<tr>
<td>MAT 538  ~  Middle School Foundations and Philosophy</td>
</tr>
</tbody>
</table>

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

Additional Admission Requirements for the MAED/TED-EM

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.
- 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.
  - Verification of fingerprint clearance

Academic Progression Requirements for the MAED/TED-EM

Candidates must provide verification of the following prior to beginning their student teaching experience:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).
- Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-EM

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: MTE 598, MTE 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Degree Requirements for the MAED/TED-EM

- Completion of a minimum of 47 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows: Master of Arts in Education/Elementary Teacher Education Middle Level

Institutional Recommendation for the MAED/TED-EM

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
**Course Waivers for the MAED/TED-EM**

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, 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 may not be waived in the MAED/TED programs: COM 516, MTE 508, MTE 520, MTE 532, MTE 544, MTE 546, MTE 547, MTE 548, MTE 562, MTE 580, MTE 598, MTE 599, RDG 530, RDG 542, SPE 542

**Field Experience for the MAED/TED-EM**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

**Student Teaching for the MAED/TED-EM**

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.
- Students who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates who are either 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.

Oregon interns are candidates who are either enrolled in the MAED/TED program while working in a school on an emergency/temporary license, or fully licensed teachers adding an authorization level. Oregon interns may student teach or validate in their own classroom appropriate grade level/content. Interns are required to complete the designated Student Teaching course(s), Teacher Work Sample(s), and clinical experience under the direction of a faculty supervisor and assigned cooperating teacher. All relevant tests must be completed before the University can make an Institutional Recommendation to the licensing bureau.

- Students enrolled in the Oregon MAED/TEDEM program must complete their middle school student teaching experience in a content area. Students must provide the campus with passing scores on the middle level content area exam prior to student teaching in order to be placed in the appropriate setting.
- 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.

Course Descriptions for the MAED/TED-EM

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
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<tr>
<td>MTE 508</td>
<td>Models, Theories, and Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>MTE 509</td>
<td>Maintaining an Effective Learning Climate</td>
<td>3</td>
</tr>
<tr>
<td>MTE 510</td>
<td>The Art and Science of Teaching</td>
<td>2</td>
</tr>
<tr>
<td>MTE 515</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>MTE 520</td>
<td>Instruction and Assessment of English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>MTE 530</td>
<td>Curriculum Constructs and Assessment: Reading and Language Arts</td>
<td>4</td>
</tr>
<tr>
<td>MTE 531</td>
<td>Child and Adolescent Development</td>
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<td>MTE 540</td>
<td>Assessment and Evaluation</td>
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<tr>
<td>MTE 553</td>
<td>Instruction and Assessment of English Language Learners</td>
<td>3</td>
</tr>
<tr>
<td>MTE 561</td>
<td>Survey of Special Populations</td>
<td>2</td>
</tr>
<tr>
<td>MTE 562</td>
<td>Survey of Special Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

University of Phoenix, 2012-2013
MTE 531 .................................................................................. 2 credits
Curriculum Constructs & Assessment: History/Social Science
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 532 .................................................................................. 4 credits
Curriculum Constructs & Assessment: Science & Mathematics
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.

MTE 534 .................................................................................. 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing students in the area of visual and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 537 .................................................................................. 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
This course defines and provides a context for the classroom teacher to teach and assess K-8 students in the area of physical education and health based on scope, sequence, and state and national standards. This course will include framework-based teaching strategies effective in helping K-8 students develop a variety of motor skills and abilities, recognize the importance of a healthy lifestyle, gain knowledge of human movement, learn the rules and strategies of games and sports, and develop self-confidence and self-worth. This course will also include framework-based teaching strategies effective in helping K-8 students achieve the goals of lifelong health; understand growth and development; and utilize health-related information, products, and services. Instructional approaches for the integration of physical education and health with other content areas will be explored.

MTE 598 ................................................................................... 4 credits
Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 599 .................................................................................. 4 credits
Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MAT 504................................................................................... 3 credits
Adolescent Psychology
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced.

MAT 538................................................................................... 3 credits
Middle School Foundations and Philosophy
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.
Master of Arts in Education/Secondary Teacher Education High School/Middle Level

The following Master of Arts in Education (MAEd) program may be offered at these University of Phoenix campus locations: Oregon. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing certain courses in the Online class at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Secondary Teacher Education - High School/Middle Level (MAED/TEDMS) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDMS 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.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tedms.

Courses requiring prerequisites are identified by a ~ symbol following the course number. In most instances, students must complete Foundation courses prior to the Specialization.

Program Category Requirements and Course Selections

Orientation, 0 total credits
MTE 507 ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit
COM 516 (entry point) ...................................................... 1 credit
Professional Communication

Foundations of Education, 2 total credits
MTE 501 ~ ................................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 508 ~ ................................................................. 3 credits
Models, Theories, and Instructional Strategies
MTE 520 ~ ................................................................. 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ ................................................................. 2 credits
Child and Adolescent Development

Assessment, 3 total credits
MTE 562 ~ ................................................................. 3 credits
Assessment and Evaluation

Secondary Reading, 3 total credits
RDG 542 ~ ................................................................. 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits
MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................. 2 credits
Survey of Special Populations

Secondary Methods and Assessment, 6 total credits
CMP 521 ................................................................. 3 credits
Using Computers in Education
MTE 544 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Mathematics
MTE 546 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language
MTE 547 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 548 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Science
MTE 550 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Global Languages
MTE 551 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Physical Education
MTE 560 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Health Science
MTE 580 ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Business & Marketing

Student Teaching, 8 total credits
MTE 598 ~ ................................................................. 4 credits
Student Teaching Part A
MTE 599 ~ ................................................................. 4 credits
Student Teaching Part B

Grade Level Specializations, 6 total credits
MAT 504 ................................................................. 3 credits
Adolescent Psychology
MAT 538 ................................................................. 3 credits
Middle School Foundations and Philosophy

The University reserves the right to modify the required course of Study.
Additional Admission Requirements for the MAED/TED-MS

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.
• 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
  • Verification of fingerprint clearance

Academic Progression Requirements for the MAED/TED-MS

Candidates must provide verification of the following prior to beginning their student teaching experience:

• Immunization or TB test results (District specific)
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).
• Candidates enrolled in the MAED/TED-MS who are pursuing two content areas must pass the state content knowledge exam in both content areas prior to student teaching.
• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/TED-MS

• A candidate must earn a grade of “B” (grades of ’I’ and ’B-’ are not accepted) or better in the following courses: MTE 598, MTE 599
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Degree Requirements for the MAED/TED-MS

• Completion of a minimum of 42 credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The diploma awarded for this program will read as follows: Master of Arts in Education/Secondary Teacher Education High School/Middle Level

Institutional Recommendation for the MAED/TED-MS

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
Residency Requirements and Course Waivers for the MAED/TED-MS

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, 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 may not be waived in the MAED/TED programs: COM 516, MTE 508, MTE 520, MTE 532, MTE 544, MTE 546, MTE 547, MTE 548, MTE 562, MTE 580, MTE 598, MTE 599, RDG 530, RDG 542, SPE 514

• Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; however, they may not exceed the maximum number of credits allowed to be waived in their program. Candidates must provide verification of completion in order to be eligible for these waivers.

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501 MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
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<td>MAED/SPE</td>
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<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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</tbody>
</table>

Field Experience for the MAED/TED-MS

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-MS

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.

• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

• Candidates in the MAED/TED program may not student teach in special education.

• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

Oregon interns are candidates who are either enrolled in the MAED/TED program while working in a school on an emergency/temporary license, or fully licensed teachers adding an authorization level. Oregon interns may student teach or validate in their own classroom appropriate grade level/content. Interns are required to complete the designated Student Teaching course(s), Teacher Work Sample(s), and clinical experience under the direction of a faculty supervisor and assigned cooperating teacher. All relevant tests must be completed before the University can make an Institutional Recommendation to the licensing bureau.

• Students enrolled in the Oregon MAED/TEDEM program must complete their middle school student teaching experience in a content area. Students must provide the campus with passing scores on the middle level content area exam prior to student teaching in order to be placed in the appropriate setting.

• 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.

Course Descriptions for the MAED/TED-MS

MTE 507 ................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516 ................................................................. 1 credit

Professional Communications
This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.
MTE 501 ................................................................. 2 credits

The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 508 ................................................................. 3 credits

Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 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.

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.

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 formative and summative traditional as well as authentic assessments. Learners will focus on using a variety of assessment tools to assist in making instructional decisions. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the most current research, theory, and methods of teaching literacy, in particular, reading, writing, and technological literacy, in the content areas at the secondary level. Various instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

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.
SPE 514 .................................................................................... 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

CMP 521 ................................................................................... 3 credits
Using Computers in Education
This course examines how emerging technology can affect the classroom teacher, school administrator, school board members, students, and parents. It explores how technology influences curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technology skills and knowledge are also the focal point of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.

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 546 ................................................................................... 3 credits
Curriculum Constructs & Assessment: Secondary History/ Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 547 ................................................................................... 3 credits
Curriculum Constructs & Assessment: Secondary History/ Social Science
This course explores the application of basic instructional methods and strategies 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 and local 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  
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 560 ................................................................................... 3 credits  
Curriculum Constructs and Assessment: Secondary Health Science  
This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants 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 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 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 598 ................................................................................... 4 credits  
Student Teaching Part A  
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MTE 599 .................................................................................. 4 credits  
Student Teaching Part B  
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

MAT 504 ................................................................................... 3 credits  
Adolescent Psychology  
This course provides an overview of adolescent development, including the biological, cognitive, and social changes during the period between childhood and adulthood. The psychosocial developmental period is explored, and current trends and methods of teaching and learning in a middle school are examined and practiced.

MAT 538 ................................................................................... 3 credits  
Middle School Foundations and Philosophy  
This course examines middle level education. It evaluates the structure of middle schools and their characteristics, including curriculum, instruction, and learning in middle level education. It also addresses issues such as managing the middle level environment. Students in this course will demonstrate knowledge through application, analysis, and observation of middle level environments.
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# Tuition and Fees

## Undergraduate (Oregon)

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<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
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<tbody>
<tr>
<td>Tuition Per Credit</td>
<td></td>
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<tr>
<td>Undergrad (Level 1-2)</td>
<td>$440.00</td>
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<td>Undergrad (Level 3-4)</td>
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<td>ND-DCE</td>
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<tr>
<td>Continuing Education Tuition</td>
<td>$175.00</td>
<td>Prior to the first class session of each course.</td>
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<td>Directed Study Administrative Fee (non-refundable)</td>
<td>$75.00</td>
<td>When Directed Study course is scheduled.</td>
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<td>Book and Materials Charges</td>
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<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
<td>$95.00</td>
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<td>CLEP Examination</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
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<tr>
<td>Prior Learning Assessment Fees</td>
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<tr>
<td>Portfolio Submission Fee</td>
<td>$150.00</td>
<td>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation.</td>
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<td>Per Assessed Credit Fee</td>
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<td>All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
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<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
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<tr>
<td>Late Payment Fee</td>
<td>$25.00</td>
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<tr>
<td>Diploma &amp; Transcript - Rush/Duplicate Fees</td>
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<td>2nd day delivery</td>
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<td>$30.00</td>
<td>Upon request.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
GRADUATE (Oregon)

<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>Tuition Per Credit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>$ 620.00</td>
<td>Due in accordance with the payment option chosen in Financial Option Guide.</td>
</tr>
<tr>
<td>Education</td>
<td>$ 545.00</td>
<td></td>
</tr>
<tr>
<td>Directed Study Administration Charge (non-refundable)</td>
<td>$ 75.00</td>
<td>When Directed Study course is scheduled.</td>
</tr>
<tr>
<td>Book and Materials Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
<td>$ 115.00</td>
<td>Due in accordance with the payment option chosen in Financial Option Guide.</td>
</tr>
<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$ 25.00</td>
<td>Upon notification.</td>
</tr>
</tbody>
</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
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 #100
Phoenix, AZ 85023-5139
480 557-2750

Southern Arizona
Campuses
800 659-8988
300 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512
520 795-6177 FAX

Fort Huachuca Campus
Building 52104
ATZS-HRH-E
Fort Huachuca, AZ 85613-6000
520 459-1093
520 459-8319 FAX

Nogales Learning Center
870 West Shell Road
Nogales, AZ 85621-1059
520 377-2290
520 377-2296 FAX

Tucson - River Road Campus
555 East River Road
Suite 201
Tucson, AZ 85704-5822
520 408-8202
520 888-6561 FAX

Yuma Learning Center
899 East Plaza Circle
Yuma, AZ 85365-2033
928 341-0233
928 341-0252 FAX

Idaho Campuses
Idaho Campus
1422 S Tech Lane
Meridian, ID 83642
208 898-2000
208 895-9728 FAX

Idaho Falls Student Resource Center
900 Pier View Drive
Suite #100
Idaho Falls, ID 83402
208 535-3900
208 535-3917 FAX

Nebraska Campuses
Las Vegas Main Campus
7455 W Washington
Las Vegas, NV 89128-4337
702 638-7279
702 638-8225 FAX

Henderson Learning Center
7777 Eastgate Road
Henderson, NV 89011-4039
702 638-7279
702 558-9705 FAX

Nellis AFB Campus
554 MSA/MSE
4475 English Avenue Suite #217
Nellis AFB, NV 89191-6525
702 652-5527
702 651-0035 FAX

Northwest Learning Center
7951 Deer Springs Way
Suite #150
Las Vegas, NV 89131-8180
702 638-7279
702 635-8241 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
Suite #200
Clearfield, UT 84015-1585
801 825-1891
801 773-5297 FAX

Pleasant Grove Learning Center
2174 West Grove Parkway
Pleasant Grove, UT 84062-6711
801 772-4600
801 756-5403 FAX

South Jordan Learning Center
10235 South Jordan Gateway
Jordan, UT 84095-4186
801 727-3000
801 727-3030 FAX

St. George Learning Center
965 East 700 South
St. George, UT 84790-4082

Taylorsville 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
4111 Greenway St.
Cheyenne, WY 82001-2150
307 633-9900
307 632-3158 FAX

Fort Collins Learning Center
2720 Council Tree Ave.
Suite #200
Fort Collins, CO 80525-6306
970 226-1781

Colorado Campuses
Colorado Campus and Regional Office
10004 Park Meadows Drive
Lone Tree, CO 80124-5453
800 441-2981
303 755-9090
303 662-0911 FAX

Southglenn Learning Center
6972 S Vine Street
Suite #866
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

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
Colorado Springs Downtown Learning Center
2 North Cascade Avenue
Suite #100
Colorado Springs, CO 80903-1620
719 527-9000
719 527-4892 FAX

Pueblo Student Resource Center
121 West 1st Street
Suite 150A
Colorado Springs, CO 81003-4256
719 544-0015
719 544-1543 FAX

Iowa Campus
Des Moines Campus
6600 Westown Parkway
West Des Moines, Iowa 50266-7724
515 267-8218
515 267-8567 FAX

Cedar Rapids Student Resource Center
3726 Queen Court SW
Suite #203
Cedar Rapids, IA 52404
319 784-1100
319 396-3513 FAX

Texas Campuses
Austin Campus
10801-2 North Mopac Suite 300
Austin, TX 78759-5459
512 344-1400
512 340-0933 FAX

East El Paso Learning Center
1320 Adabel Drive
El Paso, TX 79936-6954
Phone: (915) 599-5900
Fax: (909) 599-2354

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 Expy 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
Suit 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
817 893-9074 FAX

Houston Campus
11451 Katy Freeway Suite #100
Houston, TX 77079-2004
713 465-9966
713 465-2686 FAX

Northwest Houston Learning Center
7900 North Sam Houston Parkway W
Houston, TX 77064-3425

Sugar Land Learning Center
16190 City Walk Suite #200
Sugar Land, TX 77479-6586
281 566-5000
281 494-7271 FAX

Woodlands Learning Center
24624 Interstate 45 N
Spring, TX 77386
281 298-3500

McAllen Campus
4201 and 4101 South Shary Road
Mission, TX 78572
956 519-5800
956 519-5840 FAX

San Antonio Campus
8200 IH-10 West 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

Louisiana Campuses
New Orleans Campus
One Gallery Boulevard Suite #725
Metairie, LA 70001-2082
504 422-2882
504 422-2373 FAX

Covington Learning Center
1001 Ochsner Blvd Suite #100
Covington, LA 70433
985 276-6700
985 276-6730 FAX

Baton Rouge Campus
2431 South Acadian Thruway Suite #110
Baton Rouge, LA 70808-2365
225 927-4443
225 927-9233 FAX

Lafayette Campus
425 Settlers Trace Blvd
Lafayette, LA 70508
337 237-0464
337 354-4799 FAX

Shreveport-Bossier Campus
350 Plaza Loop Drive
Building E
Bossier City, LA 71111-4390
318 549-8920
318 549-8921 FAX

Mississippi Campus
Jackson Campus
120 Stone Creek Blvd Suite 200
Flowood, MS 39232-8205
601 664-9600
601 664-9599 FAX
Oklahoma Campuses

Oklahoma City Campus
6501 North Broadway
Suite 100
Oklahoma City, OK 73116-8244
405 842-8007
405 841-3386 FAX

West Oklahoma City Learning Center
6304 SW 3rd Street
Oklahoma City, OK 73128
405 842-8007
405 787-4295 FAX

Tulsa Campus
14002 East 21st Street
Suite #1000
Tulsa, OK 74134-1412
918 622-4877
918 622-4981

Owasso Learning Center
9455 North Owasso Expy
Suites #I & J
Owasso, OK 74055-5442
918 622-4877
918 274-8666

Midwest Region
800 834-2438

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 Learning Center
2441 North Maize Road
Wichita, KS 67205
316 670-5300
316 773-2215 FAX

Michigan Campuses

Ann Arbor Learning Center
315 East Eisenhower Parkway, Suite #12
Ann Arbor, MI 48108-3330
734 994-0816
734 994-1663 FAX

Detroit Campus
5480 Corporate Drive, Suite #240
Troy, MI 48098-2623
248 925-4100
248 267-0147 FAX

Downtown Detroit
719 Griswold Street, Suites 131, 123
Downtown Detroit, MI 48226-3369
586 840-2100
586 228-7152 FAX

Macomb Learning Center
19176 Hall Road
Suite #100
Clinton Township, MI 48038-6915
586 840-2100
586 228-7152 FAX

Southfield I Learning Center
2621 Evergreen Road, Suite #500
Southfield, MI 48076-4447
248 354-4888
248 354-5969 FAX

Town Center Learning Center
4400 Town Center
Southfield, MI 48075-1601
248 354-4888
248 354-5969 FAX

West Michigan Campus
318 River Ridge Drive NW
Grand Rapids, MI 49544-1683
616 647-5100
616 784-5300 FAX

Flint Learning Center
3341 S Linden Road
Suites E-5 and E-11A
Flint, MI 48507-3045
810 223-9100
810 720-1640 FAX

Portage Learning Center
950 Trade Centre Way
Suites #120 & 300
Portage, MI 49002-0487
269 567-4000
269 381-2996 FAX

Lansing Learning Center
3100 West Road
East Lansing, MI 48823-6369
517 333-8293
517 333-8458 FAX

Minnesota Campuses

Minneapolis/St. Paul Campus
435 Ford Road
Suite #100
St. Louis Park, MN 55426-1063
952 487-7226
952 540-1051 FAX

Downtown Minneapolis Learning Center
701 Fourth Ave South
Suite #500
Minneapolis, MN 55402
612 643-4200
612 338-5021 FAX

St. Paul Learning Center
587 Bliemlen Dr.
Suite #100
Woodbury, MN 55125-1415
651 361-3200
651 714-9564 FAX

Missouri Campuses

Independence Learning Center
20201 East Jackson Drive
Independence, MO 64057
816 448-2500
816 795-0127 FAX

Northland Learning Center
10150 NW Ambassador Drive
Kansas City, MO 64153-1365

Springfield Campus
1343 East Kingsley Street
Springfield MO 65804-7216
417 887-5795
417 877-8046 FAX

St. Louis Campus
13801 Riverport Drive
Suite #102
St. Louis, MO 63043-4828
314-298-9755
314-291-2901 FAX

Brentwood Learning Center
1401 S Brentwood Blvd
St. Louis, MO 63144
314 301-7400
314-962-0272 FAX

Downtown St. Louis Learning Center
211 North Broadway
Suites 120 & 900
St. Louis, MO 63102

Ohio Campuses

Cleveland Campus
5000 Rockside Road
Suite #130
Independence, OH 44131-2194
216 447-8807
216 447-9144 FAX

Beachwood Learning Center
3401 Enterprise Parkway
Suite #115
Beachwood, OH 44122-7340
216 378-0473
216 378-0893 FAX

Westlake Learning Center
38 Main Street
Suite #300
Westlake, OH 44145
440 788-2600
440 250-1613 FAX

Cincinnati Campus
9050 Centre Point Drive
Suite #250
West Chester, OH 45069-4875
513 722-9600
513 772-3645 FAX

Columbus-Ohio Campus
8415 Pulsar Place
Columbus, OH 43240-4032
614 433-0095
614 781-9616 FAX

Wisconsin Campuses

Milwaukee Campus
20075 Watertower Boulevard
Brookfield, WI 53045-6608
262 785-0608
262 785-0977 FAX
University of Phoenix, 2012-2013

FACILITIES

Savannah Campus
8001 Chatham Center Drive
Suite 200
Savannah, GA 31405-7400
912 232-0351
912 232-6922 FAX

Florida Campuses
South Florida Campus
600 North Pine Island Road,
Suite 500
Plantation, FL 33324-1393
954 382-5303
954 382-5304 FAX

Kendall Learning Center
13400 SW 120th Street
Suite #100
Miami, FL 33186
305 378-2700
305 378-2710 FAX

Cypress Creek Learning Center
550 West Cypress Creek Road,
Suite 150
Ft. Lauderdale, FL 33309-6169
954 382-5303
954 382-5304 FAX

Palm Beach Gardens Learning Center
7111 Fairway Drive
Suite 205
Palm Beach Gardens, FL 33418-4204
954 382-5303
561 273-1510 FAX

Miramar Learning Center
2400 SW 145th Avenue
Miramar, FL 33027-4145

North Florida Campus
4500 Salisbury Road
Suite # 200
Jacksonville, FL 32216-0959
904 636-6645
904 636-0998 FAX

East Jacksonville Learning Center
11915 Beach Blvd
Suite# 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
904 779-4500
904 779-4501 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.
Suite 100
Daytona, Florida 32117

South Orlando Learning Center
8325 South Park Circle
Orlando, FL 32819
407 345-8868
407 352-2208 FAX

Greensboro Learning Center
1500 Pinecroft Road
Suite 110
Greensboro, NC 27407-3808
336 291-1500
336 291-1501 FAX

West Florida Campus
12802 Tampa Oaks Blvd,
Suite 200

North Carolina Campuses
Charlotte Campus
3800 Arco Corporate Drive
Suite #100
Charlotte, NC 28273-3409
704 504-5409
704 504-5360 FAX

Charlotte Main 2
3700 Arco Corporate Drive
Charlotte, NC 28273-7089

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
704 504-5409

Charlotte North Learning Center
10925 David Taylor Drive
Charlotte, NC 28262-1041

Raleigh Campus
5511 Capital Center Drive
Suite 390
Raleigh, NC 27606-4166
919 854-2121

Greensboro Learning Center
Greensboro, NC 27407-3808
336 291-1500
336 291-1501 FAX

Brier Creek Learning Center
8045 Arco Corporate Drive,
Suite 100
Raleigh NC 27617-2010
919 317-3354
919 317-3355 FAX

Fayetteville Learning Center
639 Executive Place, Suite 301
Fayetteville, NC 28305-5123
910 485-9000
910 485-9001 FAX

North 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

Puerto Rico Campuses
Puerto Rico Campus
San Juan Tower
at San Patricio

Connecticut Campus
Fairfield County
535 Connecticut Ave
Norwalk, CT 06854-1700
203 523-4700
203 523-4799 FAX

Delaware Campus
900 Justison Street
Suite 920
Wilmington, DE 19801
302 656-1027
302 656-8608 FAX

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

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

Puerto Rico Campuses
Puerto Rico Campus
San Juan Tower
at San Patricio

Roseville Learning Center
516 Gibson Drive
Roseville, CA 95678-5791
916 783-4886
916 783-7829 FAX

San Diego Campuses
Palm Desert Learning Center
34100 Gateway Drive
Palm Desert, CA 92211
800 473-4346

Chula Vista Learning Center
2060 Otay Lakes Road
Chula Vista, CA 91915-1362
619 591-7028
619 470-4597 FAX

Downtown San Diego Learning Center
1230 Columbia Street
Suite #B0
San Diego, CA 92101-0110
800 473-4346

San Diego Campus
9645 Granite Ridge Drive
San Diego, CA 92123-2658
858 576-1287

Kearny Mesa Learning Center
3890 Murphy Canyon Road, Suite #100
San Diego, CA 92123-4448
858 576-1287
858 576-0032 FAX

San Marcos Learning Center
300 Rancheros Drive
San Marcos, CA 92069
760 510-8253
760 510-8420 FAX

El Centro Learning Center
3095 N Imperial Ave
El Centro, CA 92243
760 355-1190
760 370-9039 FAX

Southern California Campuses
West Regional Administration
10540 Talbert Avenue,
Suite 120 (West)
Fountain Valley, CA 92708
800 888-1968
714 378-5275 FAX

San Bernardino Campus
100 Corporate Pointe,
Suite A-50
San Bernardino, CA 92408-3557
800 888-1968
909 890-2375 FAX

San Bernardino Campus
3100 Bristol Street
Costa Mesa, CA 92626-3099
800 888-1968
714 913-2709 FAX

Woodland Hills Campus
5955 De Soto Avenue
Woodland Hills, CA 91367-5107
800 888-1968
818 226-0571 FAX

Hawaii Campuses
Hawaii Campus
745 Fort Street
Honolulu, HI 96813-4317
808 536-2686
808 536-3848 FAX

Kapolei Learning Center
1001 Kamokila Boulevard,
Suite #306
Kapolei, HI 96707-2014
808 693-8686
808 674-2655 FAX

Miliani Learning Center
95-1249 E Meheula Parkway
Suite 106
Kaneohe, HI 96744-3724
808 247-9080
808 247-6360 FAX

Washington Campuses
Bellevue Learning Center
3380 146th Place SE
Suite #200
Bellevue, WA 98007-6480
425 572-1600
425 373-0423 FAX

Tacoma Learning Center
1126 Pacific Ave
Tacoma, WA 98402
253 620-3400
253 620-3430 FAX

Eastern Washington Campus
8775 East Mission Avenue
Spokane Valley, WA 99212-2531
509 327-2443
509 326-1788 FAX

Tri Cities Student Resource Center
8905 Gage Blvd
Suite #300
Kennewick, WA 99336-7191
509 736-2930
509 736-2649 FAX

Oregon Campuses
Oregon Campus
13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 495-2900
503 670-0614 FAX

Cascades Station Learning Center
9600 NE Cascade Parkway
Suite #110
Portland, Oregon 97220-6831
503 280-7300
503 280-7301 FAX

Hillsboro Learning Center
3600 NW John Olsen Place
Suite 100
Hillsboro, OR 97220-5807
503 495-1900
503 629-8926 FAX

Salem Learning Center
670 Hawthorne Avenue SE
Suite #110
Salem, OR 97301-6884
503 364-5695
Online Region

Online Campus and Administrative Offices
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
602 557-2000

International Campuses

European Military Campus
Hebelstrasse 22
69115 Heidelberg
Germany
011-49-6221-705-0640
011-49-6221-705-0619 FAX

Asia Pacific Military Campus
Kadena AFB
18 MSS/DPE Unit 5134
APO AP 96368
011-81-611-732-8508
011-81-611-734-5303 FAX
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University of Arizona

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Thomas McCarty
Senior Vice President, Business Strategy

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Regional Vice President

Steven Feldman
Regional Director of Academic Affairs

MIDWEST REGION
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Regional Vice President
Merlyne Starr
Regional Director of Academic Affairs

CENTRAL REGION
Dustin Phillips
Regional Vice President
Michael Phillips
Regional Director of Academic Affairs
Melanie Behunin
Regional Director of Regulatory Programs

NORTHEAST REGION
Chad Bandy
Regional Vice President
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Regional Director of Academic Affairs

SOUTHEAST REGION
Lynn Mulherin
Regional Vice President
Bill Wilson
Regional Director of Academic Affairs

NON-GEOGRAPHIC REGION
Cheri Sorensen
Regional Vice President

Campus Administration

MILITARY
Asia Military Campus
Barb Turner
Director of Academic Affairs

Europe Military Campus
Robert Bothel
Campus Director
Randall Howell
Director of Academic Affairs

WESTERN REGION
Bye Area Campus
Stacy McAfee
Campus Director
Jason Jones
Director of Academic Affairs

Central Valley Campus
Ann Tye
Campus Director
Tammy Maynard
Director of Academic Affairs

Eastern Washington Campus
Paul Green
Campus Director
Barry Brooks
Director of Academic Affairs

Hawaii Campus
Kristine Averill
Campus Director
Deborah Hornsby
Director of Academic Affairs

Oregon Campus
Flint Holland
Campus Director
Shane Corsetti
Director of Academic Affairs

Phoenix Campus
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Campus Director
Dallas Tayor
Director of Academic Affairs
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Associate Director of Academic Affairs

Sacramento Valley Campus
Scott Lewis
Campus Director
Jennifer Frei
Director of Academic Affairs

San Diego Campus
Kim Lyda-Savich, MBA/GM
Campus Director
San Diego Campus
Nancy Machtia
Director of Academic Affairs

Southern Arizona Campus
Gregg Johnson
Campus Director
Mark Vitale
Director of Academic Affairs

Southern California Campus
Kendra Angier
Campus Director
Mike Geraghty
Director of Academic Affairs
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<td>Shana Buell</td>
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Marybeth Rardin  
Director of Academic Affairs  

**NORTHEAST REGION**  

**Boston Campus**  
Allison Moroz  
Director of Academic Affairs  
Jodi Ashbrook  
Campus Director  

**Delaware Campus**  
Tim Gilrain  
Campus Director  
Mary Sortino  
Director of Academic Affairs  

**Fairfield County Campus**  
Nancy Pluzdrak  
Campus Director  

**Harrisburg Campus**  
Vacant  
Campus Director  
Lisa Koogle  
Director of Academic Affairs  

**Jersey City Campus**  
Gary Williams  
Campus Director  
Miriam Frolow  
Director of Academic Affairs  

**Maryland Campus**  
Josh Chumley  
Campus Director  
Jim O’Keeffe  
Director of Academic Affairs  

**Northern Virginia Campus**  
Erik Greenberg  
Campus Director  
Paul Wallace  
Director of Academic Affairs  

**Philadelphia Campus**  
Joe Marzano  
Campus Director  
Erin Rodgers  
Director of Academic Affairs  

**Pittsburgh Campus**  
Troy Malovey  
Campus Director  
Ernie Fullerton  
Director of Academic Affairs  

**Richmond Campus**  
Beth Sigler  
Campus Director  
Vacant  
Director of Academic Affairs  

**Washington DC Campus**  
Jason Pfaff  
Campus Director  
Arnold Harvey  
Director of Academic Affairs  

**SOUTHEAST REGION**  

**Atlanta Campus**  
Mike Hearon  
Vice President/Director  
Betsy Wampler  
Associate Director of Academic Affairs  

**Augusta Campus**  
Ericka Hilliard  
Campus Director  
Jeffrey Davis  
Director of Academic Affairs  

**Birmingham Campus**  
Chris Breeding  
Campus Director  
Danetra Martin  
Director of Academic Affairs  

**Central Florida Campus**  
Aaron Knowles  
Campus Director  
Hoda Asal  
Director of Academic Affairs  

**Charlotte Campus**  
Shannon Eckard  
Campus Director  
Joe McGirt  
Director of Academic Affairs  

**Chattanooga Campus**  
Marc Crosby  
Campus Director  
Steve Wyre  
Director of Academic Affairs  

**Columbia, SC Campus**  
Stephanie Jackson  
Campus Director  
James McGinley  
Director of Academic Affairs  

**Columbus, GA Campus**  
Shelby Frutchey  
Campus Director  
Tammy Johnson  
Associate Director of Academic Affairs  

**Knoxville Campus**  
Mark Amrein  
Campus Director  
Gary Harris  
Director of Academic Affairs  

**Little Rock Campus**  
Randy McCormick  
Campus Director  
Felicia Johnson  
Director of Academic Affairs  

**Memphis Campus**  
Raquel Ford  
Campus Director  
Joe Capebianco  
Director of Academic Affairs  

**Nashville Campus**  
Mark Mendoza  
Campus Director  
Andrew Stone  
Director of Academic Affairs  

**North Florida Campus**  
Dan Macferran  
Campus Director  
Jeff Dunlap  
Director of Academic Affairs  

**Northwest Arkansas Campus**  
Luke Campbell  
Campus Director  
Christie White  
Director of Academic Affairs  

**Puerto Rico Campus**  
Jorge Rivera  
Campus Director  
Norma Serrano  
Director of Academic Affairs  

**Raleigh Campus**  
Candice Morgan  
Campus Director  
Catherine Burr  
Director of Academic Affairs  

**Savannah Campus**  
Melissa Jackson  
Campus Director  
Kenneth Craib  
Director of Academic Affairs  

**South Florida Campus**  
Leslie Kristof  
Campus Director  
Gail Ali  
Director of Academic Affairs  

**West Florida Campus**  
Lisa Nucci  
Vice President/Director  
Tara Stabile  
Director of Academic Affairs  

**NON-GEOGRAPHIC REGION**  
Kay Poinier  
Campus Director  
Christine Pacheco  
Campus Director  
Brian Lincoln  
Campus Director  
Craig Gess  
Campus Director
ACADEMIC CABINET

Administration/Public Members
The Academic Cabinet shall be comprised of the following voting members:

A Public Member of the University Board of Directors (Chairperson)
The Provost (Vice-Chairperson)
The Vice President for Academic Affairs Operations
The Vice President of Instructional Materials and Technology
The Associate Vice Presidents of Academic Affairs
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Undergraduate Bachelor programs.
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Master’s programs.
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the Graduate Doctorate programs.
A member of the Administrative Faculty and Two Lead faculty members from the Associates programs.

Academic Council Members:
Non-Voting Members
Provost (Chairperson)
Vice President of University Services (Vice-Chairperson)

Voting Members
Associate Vice Presidents of Academic Affairs
Deans of the Colleges
Associate Vice President of Admissions and Student Records Services
Representative from Registrar’s Office, University Services
Representative from Admissions, University Services
Representative from Academic Affairs Operations
Representative from Academic Administration
Representative from Office of Dispute Management
Representative from Financial Aid
Representative from Student Services
Where a representative is indicated, they will be designated by the University official responsible for the stated functional area.

Academic Implementation Council Members:
College Deans and Associate Deans
Regional Directors and Directors of Academic Affairs
Vice Presidents of Enrollment
Vice Presidents of Student Financial Aid
Regional Directors, Directors, and Managers of Operations/Student Services
Campus Employee Development
University Services Directors & Management
Campus Vice Presidents/ Directors
Program and Policy Implementation teams
Veterans Affairs
Office of Dispute Management
FACULTY

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

Dean
Lindquist, Brian G., PhD

Associate Deans
Fleming, Alisa, MBA

Campus College Chairs
Asia Military Campus
Brent Duncan, MHDOM, MM

Atlanta Campus
Sam Sanders, DM

Augusta Campus
Marvin Jones, MBA

Austin Campus
John Carroll, MBA

Bay Area Campus
Vlad Genin, Ph.D.

Baton Rouge Campus
Lisa Babin-Verret, Eds

Boston Campus
John DiCicco, Ph.D.

Central Florida Campus
Edythe McNickle, Ph.D.

Central Valley Campus
Doris Blanton, MM

Charlotte Campus
Alex Kocharyan, Ph.D.

Chicago Campus
Omer Pamukcu, Ph.D.

Cincinnati Campus
Mary Jo Payne Ph.D.

Cleveland Campus
Barry Tolbert, MS

Colorado Campus
Doug Gilbert, Ph.D.

Columbus, GA Campus
Jorge Hurtsr, DEE

Columbus, OH Campus
Reginald Gardner, DM

Dallas Campus
John Grabarzey, DBA

Robert Stokes, MS

Detroit Campus
Janisse Green, MBA

El Paso Campus
James Baird, DBA

Europe Military Campus
Gregory Evans, MBA

Fairfield County Campus
Tamara Clark, Ph.D.

Hawaii Campus
Lee Nordgren, DSM

Houston Campus
Melanie Brown, DM

Kansas City Campus
Michelle Boylan, DM

Little Rock Campus
Elizabeth Langevin, MBA

Maryland Campus
Maurice Shihadi, EDD

Memphis Campus
Adam Carr, Ph.D.

Milwaukee Campus
Walter Goodwyn, MBA

Nashville Campus
Lonnie Manning JR, MBA

New Mexico Campus
Howard Hall, Ph.D.

New Orleans Campus
Barbara Holloway, DBM

North Florida Campus
Brian Polding, Ph.D.

Northern Nevada Campus
Richard McIntire, Ph.D.

Northern Virginia Campus
Susan McMaster, Ph.D.

Northwest Arkansas Campus
Michelle Doise, Ph.D.

Philadelphia Campus
Bill Baker, MBA

Phoenix Campus
Patrick Sherman, Ph.D.

Puerto Rico Campus
Clara Segarra-Roman, DBA

Ana Hernandez, MBA

Raleigh Campus
Kymm Watson, Ph.D.

Richmond Campus
Sandra Bryant, Ph.D.

Sacramento Valley Campus
Tim Sheaffer, JD

San Antonio Campus
Frank Bearden, Ph.D.

San Diego Campus
Cecilia Williams, Ph.D.

Savannah Campus
Jenny Meyers, MBA

South Florida Campus
William Hunter, DBA

Southern Arizona Campus
Bill Arden, MSBA

Southern California Campus
Lester Reams, DPA

Southern Colorado Campus
David Smythe, DM

St. Louis Campus
Darly Dugger

Tulsa Campus
Tony Jacobs, MSM

Utah Campus
David Francom, MBA

West Florida Campus
Maurice R Harvey, DM

West Michgan Campus
Judd Freeman, JD

Western Washington Campus
George Kelley, MBA

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Accounting
- Financial Planning, Control, and Risk Management
- Law
- Management
- Organizational Behavior and Development
- Public Administration
- Strategic Analysis and Planning

Faculty

Allen, Joe, JD,
Trinity International University

Anderson, Jennifer, MBA,
University of Portland

Ayala, Mary, PHD,
University of Miami

Bacher, Fred, PHD,
Oregon Health and Science University

Bakken, Barbara, MS,
University of Oregon

Baker, John A, MBA,
University of Southern California

Baldwin, Stephen P, MBA,
University of Phoenix

Bird, Thomas, MBA,
University of California - Los Angeles

Bonat, Ernest, PhD,
Moscow Power Engrg Inst

Bonner, Jennifer, MS,
Montana State University - Billings
Booth, Ella, DBA, Trident University International
Brewington, Edward L, MBA, Long Island University
Brito, Luciano, MBA, University of Pittsburgh
Brown, Rian T, MBA, City University of Seattle
Butler, Wendi H, MBA, University of Phoenix
Campbell, Dalynn E, MBA, University of Phoenix
Conrad, Deborah L, MS, University of Wisconsin - Whitewater
Cooke, James, MBA, University of Oregon
Cunningham, Peter S, MS, The London School of Economics and Political Science
Daaboul, Malek M, MSENG, University of Toledo
Dhillon, Kisar S, MBA, University of Phoenix
Di Salvo, Carmelo, DSL, Regent University
Dickens, Elmer, JD, Willamette University
Dimond, Michael, MS, Portland State University
Dixon, Isaac E, PHD, Capella University
Dull, Kevin B, JD, Willamette University
Egzieker, Bruce, MA, Georgia State University
Espiritu, Rolando T, DBA, University of Phoenix
Fierro, Samuel A, MBA, University of Phoenix
Fisher-Lewis, Linda R, DM, University of Phoenix
Fitzgerald, Mark T, MBA, University of Nevada - Reno
Flowers, Clayton, MS, Salve Regina University
Forrester, Janice, PHD, Portland State University
Fowke, Robert, PHD, Portland State University
Gorbakov, Eugene, MScS, The University of Texas at Austin
Gracianette, Alain R, MBA, Pepperdine University
Gross, Gerhard W, PHD, Portland State University
Hanks, Robert R, MBA, George Fox University
Harrington, Darryl F, MScS, Michigan State University
Haywood, Shawn R, MBA, University of Phoenix
Hickman, Mary K, JD, University of Wyoming
Hiorns, Thomas W, MA, Fielding Graduate University
Hutzell, Greg L, MAOM, University of Phoenix
Jeanfreau, Michael, MBA, Northwestern University
Jetton, Martin, MS, Oregon State University
Johnson, Jr., Paul E, MS, Sam Houston State University
Khoury, Martha, MSM, Marylhurst University
Klosterman, Kurtis Carl (Kc), MBA, University of Oregon
Kopp, Eric, MA, University of Missouri - Columbia
Kroop, Kathy L, MAOM, University of Phoenix
Kurup, Ranjit, MS, Oregon State University
Lang, Jacqueline, PHD, Capella University
Lenington, Derek, MBA, University of California - Los Angeles
Leve, Barend E, MSE, Seattle University
Linnell, Rosanna E, MTax, Portland State University
Lodewick, Sharon, MBA, Marylhurst University
Luce, Susan M, MBA, University of Phoenix
Lynch, Patrick, MBA, University of Notre Dame
Marcus, Susan E, PHD, Portland State University
Mc Fall, Kara L, MSIE, Purdue University
Mc Intosh, Gerald A, MBA, City University of Seattle
Meadows, Christine, JD, Lewis and Clark College
Miller, Gerry M, MBA, Portland State University
Monroe, Thomas, MIM, Thunderbird School of Global Management
Montgomery, Michele, PHD, Capella University
Morrisson, David A, MBA, University of Portland
Mostafavi, Seyed A, MST, Portland State University
Myrnechuk, Larry, JD, Lewis and Clark College
Penn, Dale W, JD, University of Oregon
Pineda, Julian, PHD, University of California - Santa Barbara
Reyes Smith, Erin, MAOM, University of Phoenix
Roux, Vincent M, MBA, San Francisco State University
Ryslinge, Birgitte R, PHD, Alliant International University - San Francisco
Scheid, Frank, MBA, University of Southern California
Schumacher, Gregory, JD, Whittier College
Shelton, Steve, MBA, Pepperdine University
Shrestha, Sangit M, MBA, University of Phoenix
Sigmund, Charles, MS, Oregon State University
Smith, Edwin W, MA, Norwich University
Stevens, Michael D, MS, Walden University
Stillion, Mark A, MBA, University of Phoenix
Tipton, Barbara, JD, Dickinson College
Tucker, David S, PHD, University of Arkansas at Fayetteville
Watt, Nicholas L, MAOM, University of Phoenix
Weber, Todd A, PHD, California Institute of Integral Studies
Wilds, Joseph J, MBA, Washington State University
Young, Ivan R, MS, Naval Postgraduate School
Zee, Gabriel T, PHD, University of Hawaii at Manoa
## COLLEGES OF ARTS AND SCIENCES

### Associate Dean- Humanities
McCullom, Kacie C., EdD
Dean, David, PhD
Schumann, Shannon, PhD

### Dean - Criminal Justice
Ness, James, PhD

### Associate Dean- Criminal Justice
Walsh, Frantz, DBA

### Dean - Social Sciences
Hall, Lynn, EdD

### Associate Dean- Social Sciences
Sharp, Stephen, PhD
Eyars, Hinrich, PhD
Ridel, Robert

### Associate Deans- Natural Sciences
Patton, Beth, MA/MN
McCowan, Shawn, PhD

### Campus College Chairs

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<td>Lorena Smith, MAED</td>
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<tr>
<td>Austin Campus</td>
<td>Glen Sefcik, MA</td>
</tr>
<tr>
<td>Bay Area Campus</td>
<td>Kristin Denver, PsyD</td>
</tr>
<tr>
<td>Baton Rouge Campus</td>
<td>Jane Henry, MS</td>
</tr>
<tr>
<td>Boston Campus</td>
<td>Ronald Pacy, PhD</td>
</tr>
<tr>
<td>Central Florida Campus</td>
<td>Jeff Dunlap, PhD</td>
</tr>
<tr>
<td>Central Valley Campus</td>
<td>Ana Moore, JD</td>
</tr>
<tr>
<td>Central Valley Campus</td>
<td>Anne Adamson, MS</td>
</tr>
<tr>
<td>Charlotte Campus</td>
<td>Melissa Nethery, Ph.D.</td>
</tr>
<tr>
<td>Chattanooga Campus</td>
<td>Johanna Redo, MA</td>
</tr>
<tr>
<td>Chicago Campus</td>
<td>Karen Randall, MBA</td>
</tr>
<tr>
<td>Cincinnati Campus</td>
<td>Steve Headley, MA</td>
</tr>
<tr>
<td>Cleveland Campus</td>
<td>Jean Tri, M.Ed.</td>
</tr>
<tr>
<td>Colorado Campus</td>
<td>Craig Vanhoutte, JD</td>
</tr>
<tr>
<td>Columbus, SC Campus</td>
<td>Aneta Bhujwani, Ph.D.</td>
</tr>
<tr>
<td>Columbus, GA Campus</td>
<td>Fenton Dixon, Ph.D.</td>
</tr>
<tr>
<td>Columbus, OH Campus</td>
<td>Tracy Barton-Rouse, Ph.D.</td>
</tr>
<tr>
<td>Dallas Campus</td>
<td>James Chapman, MAS/MS</td>
</tr>
<tr>
<td>Detroit Campus</td>
<td>Catherina Castiglione, MS</td>
</tr>
<tr>
<td>El Paso Campus</td>
<td>Claudio (Tony) Morales, MAOM</td>
</tr>
<tr>
<td>Hawaii Campus</td>
<td>George Carroll, MAE/AET</td>
</tr>
<tr>
<td>Houston Campus</td>
<td>Kenneth Farenick, Ed.D.</td>
</tr>
<tr>
<td>Idaho Campus</td>
<td>Courtney Colby Bond, MAE</td>
</tr>
<tr>
<td>Indianapolis Campus</td>
<td>Rochelle Robinson</td>
</tr>
<tr>
<td>Jersey City Campus</td>
<td>Robert Gabriel, Ph.D.</td>
</tr>
<tr>
<td>Kansas City Campus</td>
<td>Vernon Fields, Ph.D.</td>
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<tr>
<td>Las Vegas Campus</td>
<td>Nancy Graham, MSP</td>
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<td>Mohammed Miah, Ed.D.</td>
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<td>Allie Pashley, Psy.D.</td>
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<tr>
<td>Little Rock Campus</td>
<td>Demetria Kimbrough, MPH</td>
</tr>
<tr>
<td>Louisville Campus</td>
<td>Rilla Hynes, MMH</td>
</tr>
<tr>
<td>Maryland Campus</td>
<td>Veronica Bourte, Ph.D.</td>
</tr>
<tr>
<td>Memphis Campus</td>
<td>Jennifer Meunier, MA</td>
</tr>
<tr>
<td>Milwaukee Campus</td>
<td>Maria Wood, JD</td>
</tr>
<tr>
<td>Minneapolis/St. Paul Campus</td>
<td>Lisa Kangas, Ph.D.</td>
</tr>
<tr>
<td>Nashville Campus</td>
<td>Richard Reinsch, M.Ed.</td>
</tr>
<tr>
<td>New Mexico Campus</td>
<td>Kelli Livermore, MPA</td>
</tr>
<tr>
<td>New Orleans Campus</td>
<td>Linda Salomone, Ph.D.</td>
</tr>
<tr>
<td>Northwest Arkansas Campus</td>
<td>Katy Baldus, MA/COM</td>
</tr>
<tr>
<td>Northern Virginia Campus</td>
<td>Andrea Diese, DM</td>
</tr>
<tr>
<td>Oklahoma City Campus</td>
<td>Kathryn Earl, MED</td>
</tr>
<tr>
<td>Philadelphia Campus</td>
<td>Marianne Murawski, Ph.D.</td>
</tr>
<tr>
<td>Phoenix Campus</td>
<td>Reggie Grigsby, MAOM</td>
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<tr>
<td></td>
<td>Nicole Konrad, MCSW</td>
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<td></td>
<td>Avé Sims</td>
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<tr>
<td>Pittsburgh Campus</td>
<td>Shari Muench, Ed.D.</td>
</tr>
<tr>
<td>Puerto Rico Campus</td>
<td>Nereida Serrano Correa, Ph.D.</td>
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<tr>
<td>Raleigh Campus</td>
<td>Hyacinth Joseph, Ph.D.</td>
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<tr>
<td>Richmond Campus</td>
<td>Valary Rawlings, MED</td>
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<td>Sacramento Valley Campus</td>
<td>Steven Campos, MS</td>
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<tr>
<td>San Diego Campus</td>
<td>Raymond Rawlins, MIS</td>
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<tr>
<td>Savannah Campus</td>
<td>Karin Gotfredson, MS</td>
</tr>
<tr>
<td>South Florida Campus</td>
<td>Dana Taylor, MSES</td>
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<td>St. Louis Campus</td>
<td>Jerry Kaber, MBA</td>
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<tr>
<td>Southern Arizona Campus</td>
<td>Robin Schultz, MAED</td>
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<tr>
<td>Southern California Campus</td>
<td>James Henderson, MSCJ</td>
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<td>Jackie Shahzadi, Ph.D.</td>
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<td>Rada Channugathas, Ph.D.</td>
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<td>Marylo Trombley, Ph.D.</td>
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<tr>
<td>Southern Colorado Campus</td>
<td>John West, MC</td>
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<td></td>
<td>Linda Simpson, MBA</td>
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<tr>
<td>Tulsa Campus</td>
<td>Marvin Frohock, MA</td>
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<tr>
<td>Utah Campus</td>
<td>Jeff Haines, MS</td>
</tr>
<tr>
<td>West Florida Campus</td>
<td>Brenda Holland, MA</td>
</tr>
<tr>
<td>West Michigan Campus</td>
<td>Julie Schaefer-Space, MS</td>
</tr>
<tr>
<td>Western Washington Campus</td>
<td>Vanessa Earl, MBA/GM</td>
</tr>
<tr>
<td>Campus Area Chairs</td>
<td>Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.</td>
</tr>
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<th>Content Area</th>
<th>Area Chair</th>
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<td>Criminal Justice and Security</td>
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<td>Psychology</td>
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<td>Health &amp; Wellness</td>
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</tbody>
</table>

### Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- English
- Communications
- Humanities
- History
- Criminal Justice and Security
- Counseling
- Human Services
- Psychology
- Health & Wellness
• Mathematics
• Sciences

Faculty - Criminal Justice
Allen, Joe, JD, Trinity International University
Christiansen, Rodney, MS, Western Oregon University
De Meyer, Fay A, MS, University of Oregon
Del Mundo, Alan, MA, Notre Dame De Namur University
Dickens, Elmer, JD, Willamette University
Dover, Jeff, JD, Willamette University
Fisher-Lewis, Linda R, DM, University of Phoenix
Haywood, Shawn R, MBA, University of Phoenix
Jablonski, Eugene M, PHD, University of Oregon - Columbia
Jenkins, Elaine, MS, Oregon State University
Johnson, Jr., Paul E, MS, Sam Houston State University
Kahn, Stephen M, PHD, University of Portland
Kelley, Denney, MBA, Concordia University - Portland
Livingston, Helen M, PHD, Union Institute and University
Lohre, Sara Beth, MA, Saint Mary's University of Minnesota
McKay, Jamie, MCJ, Boston University
Meyerink, Carey, JD, Florida State University
Parsons, Scott, JD, Southern Illinois University Carbondale
Penn, Dale W, JD, University of Oregon
Reyes Smith, Erin, MAOM, University of Phoenix
Tipton, Barbara, JD, Dickinson College
Watt, Nicholas L, MAOM, University of Phoenix

Faculty - Humanities
Aust, Jennifer A, MA, University of Washington
Bacher, Fred, PHD, Oregon Health and Science University
Barzler, Robert, MBA, George Fox University
Bayer, John A, MBA, University of Southern California
Belding, Stephan P, MBA, University of Phoenix
Benoit, Michael Ann, MSW, Portland State University
Berger, Clifford W, DMIN, Emmanuel School of Religion
Bonner, Jennifer, MS, Montana State University - Billings
Booth, Ella, DBA, Trident University International
Brenington, Edward L, MBA, Long Island University
Campbell, Dalynn E, MBA, University of Phoenix
Conrad, Deborah L, MS, University of Wisconsin - Whitewater
Cooper, Jim K, MA, University of Kentucky
Corsi, Shane L, MBA, University of Phoenix
Daaboul, Malek M, MSEN, University of Toledo
De Meyer, Fay A, MS, University of Oregon
Debary, William, MST, Portland State University
Del Mundo, Alan, MA, Notre Dame De Namur University
Dimond, Michael, MS, Portland State University
Doherty, Amy, MA, Indiana University - Purdue University at Indianapolis
Erickson, Stacy, EDD, University of Phoenix
Fisher-Lewis, Linda R, DM, University of Phoenix
Fitzgerald, Mark T, MBA, University of Nevada - Reno
Fitzgibbon, Joseph F, MA, University of Oklahoma
Fowke, Robert, PHD, Portland State University
Frisia, James J, MS, Syracuse University
Gilbert, Craig C, MS, Portland State University
Gooing, Aimee A, MAT, Oregon State University
Goto, Lavinia S, MBA, University of Hawaii at Manoa
Gregory, Cynthia M, MFA, Mills College
Gutiérrez, Verenice, PHD, New Mexico State University
Hagen, Kristen, MS, Oregon State University
Hammar, Robert L, MAT, Lewis and Clark College
Hanks, Robert R, MBA, George Fox University
Hanson, Richard, MA, University of Oregon
Harrison, James, MA, Portland State University
Haywood, Shawn R, MBA, University of Phoenix
Hirons, Thomas W, MA, Fielding Graduate University
Hutchins, Tricia L, MM, University of Phoenix
Huttell, Greg L, MAOM, University of Phoenix
Jackson, James, MA, Portland State University
Jeanfreau, Michael, MBA, Northwestern University
Johnsen, Erik, MA, Portland State University
Johnson, Jr., Paul E, MS, Sam Houston State University
Keller, Joseph A, MBA, Columbia University In The City of New York
Kline, Nancy A, MED, Brigham Young University - Provo
Klosterman, Kurtis Carl (Kc), MBA, University of Oregon
Kurup, Ranjit, MS, Oregon State University
Lenington, Derek, MBA, University of California - Los Angeles
Livingston, Helen M, PHD, Union Institute and University
McKay, Jamie, MCJ, Boston University
Miller, Gery M, MBA, Portland State University
Mitchell, Karen, MA, Portland State University
Morrow, Rudy L, MA, Pepperdine University
Mostafavi, Seyed A, MST, Portland State University
Muirbrook, Tanya, MA, George Fox University
Murray, Barbara, MAT, Lewis and Clark College
Myer, Amy N, MFA, Queens University of Charlotte
Mynechuk, Larry, JD, Lewis and Clark College
Pac, Karen N, PHD, University of Oregon
Petre-Miller, Daniel, PHD, Oregon State University
Pineda, Julian, PHD, University of California - Santa Barbara
Reyes Smith, Erin, MAOM, University of Phoenix
Ridel, Robert W, PHD, University of California - Santa Barbara
Rolston, Irene, MA, Oregon State University
Sells, Katy, MAT, Oregon State University
Smith, Edwin W, MA, Norwich University
Stevens, Michael D, MS, Walden University
Stillion, Mark A, MBA, University of Phoenix
Tatum, Ronald, EDD, University of Oregon
Toller, Bryan, MAT, Pacific University
Trefault, Robert, MED, University of Louisville
Tucker, David S, PHD, University of Arkansas at Fayetteville
Tucker, Lori, MA, Abilene Christian University
Valley, Anthony D, EDD, Portland State University
Vaughan, Robert R, DMIN, George Fox University
Watson, Timothy, MA, Andrews University
Watt, Nicholas L, MAOM, University of Phoenix
Weitzen, Robin G, MA, Tulane University
Wilson, Christopher D, MS, Grand Canyon University
Wilson, Nancy J, MAED, Arizona State University
Wrege, Rachael B, MAT, Lewis and Clark College

Faculty - Natural Sciences
Anderson, Charles, MPA, Portland State University
Bacher, Fred, PHD, Oregon Health and Science University
Bonat, Ernest, PHD, Moscow Power Engrr Inst
Booth, Ella, DBA, Trident University International
Brown, Rian T, MBA, City University of Seattle
Burdick, Kristina, MS, Oregon State University
Campbell, Dalynn E, MBA, University of Phoenix
Caugh, Christopher D, MHA, University of Phoenix
Chen, Yung-Pin, PHD, Purdue University
Conrad, Deborah L, MS, University of Wisconsin - Whitewater
Crivella, Ellen, MS, Ohio State University
Daaboul, Malek M, MSENG, University of Toledo
Deberry, William, MST, Portland State University
Dezsöfi, Jeannette, MS, Portland State University
Dhillon, Kisor S, MBA, University of Phoenix
Dover, Jeff, JD, Willamette University
Dull, Kevin B, JD, Willamette University
Dunnmire Howe, Jennifer M, MED, University of Utah
Fisher-Lewis, Linda R, DM, University of Phoenix
Flora, Thomas, EDD, Oregon State University
Francis, Bridgett, MED, Portland State University
Goto, Lavinia S, MBA, University of Hawaii at Manoa
Groß, Gerhard W, PHD, Portland State University
Hagen, Kristen, MS, Oregon State University
Ingalls, Linda, MA, Lewis and Clark College
Isaksen, Andrew, DC, Palmer College of Chiropractic
Kopp, Eric, MA, University of Missouri - Columbia
Kroop, Kathy L, MAOM, University of Phoenix
Lassell, Deborah, EDD, University of Oregon
Lillard, Rachel, MA, California State University - Long Beach
Mc Intosh, Gerald A, MBA, City University of Seattle
Melius, Faye, MS, University of Portland
Moore, Terry, MS, Oregon State University
Morrison, David A, MBA, University of Portland
Nedelcove, Deborah, MHA, Chapman University
O'dell, Holly, JD, Lewis and Clark College
Ohanesian, Lori, MAT, George Fox University
Palmer, Catherine, PHD, Oregon State University
Pandit, Abhijit V, MS, Illinois Institute of Technology
Pavlinac, Jessie M, MS, University of Wisconsin - Madison
Pope, Linda C, MS, University of Maryland College Park
Ragatz, Jeannie H, MS, Chaminade University of Honolulu
Roux, Vincent M, MBA, San Francisco State University
Shrestha, Sangit M, MBA, University of Phoenix
Siddiqui, Masreth, MS, The University of Texas at Arlington
Sigmund, Charles, MS, Oregon State University
Stevens, Michael D, MS, Walden University
Stillion, Mark A, MBA, University of Phoenix
Terner, Kathleen, MBA, University of Chicago
Toller, Bryan, MAT, Pacific University
Trefault, Robert, MED, University of Louisville
Weaver, Miranda M, MAT, Western Oregon University
Wert, Sara, MPA, Portland State University
Wilds, Joseph J, MBA, Washington State University
Wilson, Christopher D, MS, Grand Canyon University
Wrege, Rachael B, MAT, Lewis and Clark College
Yao, Xiaolong, MED, Portland State University
Young, Ivon R, MS, Naval Postgraduate School
Zaidi, Syed Q, MSCS, Stevens Institute of Technology
Zee, Gabriel T, PHD, University of Hawaii at Manoa

Faculty - Social Sciences
Aust, Jennifer A, MA, University of Washington
Belding, Stephan P, MBA, University of Phoenix
Benchoff, Michael Ann, MSW, Portland State University
Berger, Clifford W, DMIN, Emmanuel School of Religion
Caplinger, Robert, MS, University of La Verne
Christiansen, Rodney, MS, Western Oregon University
Cleaver, Christopher, MA, Western Seminary
Cooper, Jim K, MA, University of Kentucky
Crawford, Cathy, MSW, Washburn University
Daaboul, Malek M, MSENG, University of Toledo
De Meyer, Fay A, MS, University of Oregon
Deberry, William, MST, Portland State University
Del Mundo, Alan, MA, Notre Dame De Namur University
Dezsöfi, Jeannette, MS, Portland State University
Dickens, Elmer, JD, Willamette University
Dilts, Rachel, PHD, Oregon State University
Egsieker, Bruce, MA, Georgia State University
Fisher-Lewis, Linda R, DM, University of Phoenix
Fry, Andrew M, MSW, University of Houston
Gilbert, Craig C, MS, Portland State University
Gutierrez, Veronice, PHD, New Mexico State University
Hanks, Robert R, MBA, George Fox University
Harrison, James, MA, Portland State University
Haywood, Shawn R, MBA, University of Phoenix
Hennessy, Mary, MA, Lewis and Clark College
Hirons, Thomas W, MA, Fielding Graduate University
Hutchins, Tricia L, MM, University of Phoenix
Jablonski, Eugene M, PHD, University of Missouri - Columbia
Jackson, James, MA, Portland State University
Jenkins, Elaine, MS, Oregon State University  
Johnsen, Erik, MA, Portland State University  
Johnson, Jr., Paul E, MS, Sam Houston State University  
Kahn, Stephen M, PHD, University of Portland  
Kelley, Denney, MBA, Concordia University - Portland  
Kidd, Megan, MSW, State University of New York at Buffalo  
Kirby, Lisa R, MS, University of Wisconsin - Madison  
Livingston, Helen M, PHD, Union Institute and University  
Lohre, Sara Beth, MA, Saint Mary's University of Minnesota  
Maruyama, Mika, PHD, Portland State University  
McKay, Jamie, MCJ, Boston University  
Meerdink, Carey, JD, Florida State University  
Mendonsa, Melissa, MA, Pacifica Graduate Institute  
Montgomery, Michele, PHD, Capella University  
Muirbrook, Tanya, MA, George Fox University  
Ollis, Cindy L, PHD, Utah State University  
Paez, Karen N, PHD, University of Oregon  
Palmer, Sara, MS, Capella University  
Penn, Dale W, JD, University of Oregon  
Petre-Miller, Daniel, PHD, Oregon State University  
Pineda, Julian, PHD, University of California - Santa Barbara  
Ragatz, Jeannie H, MS, Chaminade University of Honolulu  
Reyes Smith, Erin, MAOM, University of Phoenix  
Ridel, Robert W, PHD, University of California - Santa Barbara  
Ruiston, Irene, MA, Oregon State University  
Ryslinge, Birgitte R, PHD, Alliant International University - San Francisco  
Shagott, Todd, PHD, Wichita State University  
Smetana, Deann, MA, George Fox University  
Sugg, Judith G, PHD, Saybrook University  
Tatum, Ronald, EDD, University of Oregon  
Tipton, Barbara, JD, Dickinson College  
Tucker, Lori, MA, Abilene Christian University  
Vaughan, Robert R, DMIN, George Fox University  
Watson, Timothy, MA, Andrews University  
Watt, Nicholas L, MAOM, University of Phoenix  
Williams, Shyvonne, MA, University of The Rockies  
Wilson, Nancy J, MAED, Arizona State University  
Yazzie, Rebecca, MSW, Arizona State University

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean  
Smith, Blair A., MBA  
Associate Dean  
Purdy, Bradley  
Campus College Chairs  
Cleveland Campus  
Rich Spinner, MSSM  
Colorado Campus  
Michael Hebert, MSME  
Phoenix Campus  
Gloria Pearson, MBA  
San Diego Campus  
Paul Porch, MBA/TM  
Utah Campus  
Ken Sardoni, MS

Campus Area Chairs  
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.  
- Analysis and Communications  
- Business Systems  
- Technology  
Faculty  
Atigedewe, Nicholas, MSE, Portland State University  
Bonat, Ernest, PHD, Moscow Power Engrg Inst  
Brito, Luciano, MBA, University of Pittsburgh  
Fitzgerald, Mark T, MBA, University of Nevada - Reno  
Gorbatov, Eugene, MCS, The University of Texas at Austin  
Gross, Gerhard W, PHD, Portland State University  
Harrington, Darryl F, MCS, Michigan State University  
Kurup, Ranjit, MS, Oregon State University  
Levie, Barend E, MSE, Seattle University  
Mostafavi, Seyed A, MST, Portland State University  
Nallamilli, Surya, MS, Portland State University  
Stevens, Michael D, MS, Walden University  
Waraihd, Sarabjeet S, MS, Portland State University  
Young, Ivan R, MS, Naval Postgraduate School  
Zaidi, Syed Q, MCS, Stevens Institute of Technology  
Zee, Gabriel T, PHD, University of Hawaii at Manoa
COLLEGE OF NURSING

Dean
Fuller, Pamela K., MN

Associate Dean
Strawn, Angela M., MS

Campus College Chairs
Bay Area Campus
Teena Evans, MSN

Central Florida Campus
Paula Berry-Zeller, MSN

Central Valley Campus
Sandra Davis, Ph.D.

Cleveland Campus
Lawrence Fergus, MSN

Colorado Campus
Cathy Jaynes, Ph.D.

Detroit Campus
Antoinette Dziedzic, MSN

Hawaii Campus
Glenda Tali, MSN

Minneapolis/St. Paul Campus
Kerrie Downing, MSN

Nashville Campus
Marcia Edwards, MSN

North Florida Campus
Kathy Chelini, MN

Southern California Campus
Linda Seale, MSN

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

• Nursing Faculty
Brown, Rian T, MBA,
City University of Seattle
Conrad, Deborah L, MS,
University of Wisconsin - Whitewater
Daaboul, Malek M, MEng,
University of Toledo

Northern Virginia Campus
Pamela Cangelosi, Ph.D., RN, CNE

Phoenix Campus
Erich Widemark, Ph.D.

Sacramento Valley Campus
Jessica Gomez, MSN

San Diego Campus
Sandra Huppenbauer, MSN

South Florida Campus
Judith Fernandez, MSN

Southern Arizona Campus
Kathy Watson, MSN/FNP

University of Phoenix, 2012-2013

FACULTY
COLLEGE OF NURSING

COLLEGE OF EDUCATION

Dean
Curley, Meredith A., MBA

Associate Deans
Droto, Andy, MAEd
McCarty, Sandra, EdD

Campus College Chairs
Asia Military Campus
Linda Williams, Ed.D.

Bay Area Campus
Cathy Malone, MAED

Central Florida Campus
Jack Green, Ed.D.

Central Valley Campus
Sarah Wilson, MAED

Colorado Campus
Bill Weeks, Ed.D.

El Paso Campus
Delila Cramer, MED

Europe Military Campus
Keith Bennett, MAED

Indianapolis Campus
Carmen Giebelhaus, Ph.D.

Kansas City Campus
Charles Wittenberg, Ph.D.

Las Vegas Campus
Eve Breier, Ed.D.

Nashville Campus
P’milla Simpson, Ed.D.

New Mexico Campus
Becky Kappus, MAED

North Florida Campus
Cheryl Hearn, Ed.S.

Northern Nevada Campus
Francye Dennis, Ed.S.

Oregon Campus
Robert Hamm, MAED

Phoenix Campus
Alfonso Alva, Ed.D.

Puerto Rico Campus
Lorraine Arbelo, Ed.D.

Sacramento Valley Campus
Patricia Wick, MA

San Antonio Campus
Sharon Michael-Chadwell, Ed.D.

San Diego Campus
Debbie Carpenter, MAED/CI

South Florida Campus
Alexandra Escobar, MAED

Southern Arizona Campus
Kathleen Woods, Ed.D.

Southern California Campus
Lori Curci-Reed, Ed.D.

Southern Colorado Campus
Rich Patterson, Ph.D.

St. Louis Campus
Janis Wiley, Ed.D.

Utah Campus
Carla Wonder McDowell, Ph.D.

West Florida Campus
Deb Stevens, Ed.D.

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

• Administration and Supervision ( Principals)
• Continuing Education
• Adult Education and Training
• Curriculum & Instruction
• Teacher Education
• Teacher Leadership

Faculty
Baird, Leah, MED,
Seattle University
Caplinger, Robert, MS,
University of La Verne

Classen, Jessica, MAT, Concordia University - Portland
Del Mundo, Alan, MA,
Notre Dame De Namur University
Dunmore Howe, Jennifer M, MED,
University of Utah
Erickson, Stacy, EDD, University of Oregon
Francis, Bridgett, MED,
Portland State University
Freeman-Hughes, Angela R, MED,
Portland State University
Gooing, Aimee A, MAT,
Oregon State University
Gutierrez, Verenice, PHD,
New Mexico State University
Hagen, Kristen, MS,
Oregon State University
Hamm, Robert L, MAT,
Lewis and Clark College
Hennessy, Mary, MA,
Lewis and Clark College
Ingalls, Linda, MA,
Lewis and Clark College
Joye, Solaris C, MAED,
University of Phoenix
Kahn, Stephen M, PHD,
University of Portland

A-19
Kesterson, Carlene, EDD,
University of Oregon
Lassell, Deborah, EDD,
University of Oregon
Lohre, Sara Beth, MA,
Saint Mary's University of Minnesota
Mitchell, Karen, MA,
Portland State University
Moore, Terry, MS,
Oregon State University
Murray, Barbara, MAT,
Lewis and Clark College
Petre-Miller, Daniel, PHD,
Oregon State University
Pineda, Julian, PHD,
University of California - Santa Barbara
Rishel, Jay D, MED,
Ohio State University
Sells, Katy, MAT,
Oregon State University
Sheldrake, Danielle, MS,
Portland State University
Valley, Anthony D, EDD,
Portland State University
Wilson, Nancy J, MAED,
Arizona State University
Wrege, Rachael B, MAT,
Lewis and Clark College
Yao, Xiaolong, MED,
Portland State University