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.

University of Phoenix is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is subject to periodic review and authorizes University of Phoenix to advertise and recruit for the following degree programs offered via distance learning: Associate of Arts; Bachelor of Science in Business; Bachelor of Science in Accounting; Bachelor of Science in Communication; Bachelor of Science in Criminal Justice Administration; Bachelor of Science in Health Administration; Bachelor of Science in Health Administration/Health Information Systems; Bachelor of Science in Health Administration/Long Term Care; Bachelor of Science in Human Services; Bachelor of Science in Human Services/Management; Bachelor of Science in Information Technology; Bachelor of Science in Management; Bachelor of Science in Nursing; Bachelor of Science in Organizational Security and Management; Bachelor of Science in Psychology; Master of Arts in Education/Administration and Supervision; Master of Arts in Education/Adult Education & Training; Master of Arts in Education/Curriculum & Instruction; Master of Arts in Education/Curriculum & Instruction/Computer Education; Master of Arts in Education/Curriculum & Instruction/English and Language Arts Education; Master of Arts in Education/Curriculum & Instruction/English as a Second Language; Master of Arts in Education/Curriculum & Instruction/Mathematics Education; Master of Arts in Education/Early Childhood Education; Master of Arts in Education/Elementary Teacher Education; Master of Arts in Education/Secondary Teacher Education; Master of Arts in Education/Special Education; Master of Arts in Education/Teacher Leadership; Master of Business Administration; Master of Health Administration; Master of Health Administration/Leadership; Master of Health Administration/Informatics; Master of Information Systems; Master of Public Administration; Master of Management; Master of Management/Human Resources Management; Master of Management/Public Administration; Master of Science in Accountancy; Master of Science in Administration of Justice and Security; Master of Science in Nursing; Master of Science in Nursing/Health Care Education; Master of Science in Nursing/Informatics; Master of Science in Nursing/Master of Business Administration; Master of Science in Nursing/Master of Health Administration; Master of Science in Nursing/Nurse Practitioner; Master of Science in Psychology; Doctor of Business Administration; Doctor of Education in Educational Leadership; Doctor of Education in Educational Leadership/Curriculum and Instruction; Doctor of Education in Educational Leadership/Educational Technology; Doctor of Health Administration; Doctor of Management in Organizational Leadership; Doctor of Management in Organizational Leadership/Information Systems and Technology; Doctor of Philosophy in Higher Education Administration; and Doctor of Philosophy in Industrial/Organizational Psychology. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

For the Master of Arts in Education/Early Childhood Education; Master of Arts in Education/Elementary Teacher Education; Master of Arts in Education/Secondary Teacher Education; and Master of Arts in Education/Special Education programs: Eligibility for initial educator certification in Washington is based on completion of a state approved educator preparation program.
This program is approved in Arizona and is authorized for field placements in Washington by the Professional Educators Standards Board. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/out of state for more information. Teachers are advised to contact their individual school districts as to whether this program may qualify for teacher advancement.

For the Associate of Arts/Elementary Education; Master of Arts in Education/Adult Education & Training; Master of Arts in Education/Teacher Leadership; Doctor of Education in Educational Leadership; Doctor of Education in Educational Leadership/ Curriculum & Instruction; Doctor of Education in Educational Leadership/Educational Technology; and Doctor of Philosophy in Higher Education Administration programs:

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

University of Phoenix is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

University of Phoenix is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to all other institutions. Minnesota residents may enroll in the following programs: Associate of Arts/Concentration in General Studies, Associate of Arts/Concentration in Communications, Associate of Arts/Concentration in Accounting, Associate of Arts/Concentration in Hospitality, Travel and Tourism, Associate of Arts/Concentration in Foundations of Business, Associate of Arts/Concentration in Accounting, Associate of Arts/Concentration in Hospitality, Travel and Tourism, Associate of Arts/Concentration in Human Services Management, Associate of Arts in Psychology, Associate of Arts/Concentration in Health Care Administration, Associate of Arts/Concentration in Health Care Administration/Medical Records, Associate of Arts/Concentration in Criminal Justice, Associate of Arts/Concentration in Information Technology, Associate of Arts/Concentration in Information Technology/Networking, Associate of Arts/Concentration in Information Technology/Programming, Associate of Arts/Concentration in Information Technology/Web Design, Associate of Arts/Concentration in Information Technology/Information Technology Support, Bachelor of Science in Communication, Bachelor of Arts in English, Bachelor of Science in Environmental Science, Bachelor of Science in Psychology, Bachelor of Science in Health Administration, Bachelor of Science in Criminal Justice Administration, Bachelor of Science in Organizational Security and Management, The Bachelor of Science in Business, Bachelor of Science in Management, Bachelor of Science in Management Concentration in Manufacturing Sector, Bachelor of Science in Accounting, Bachelor of Science in Information Technology, Bachelor of Science in Nursing, Master of Science in Psychology, Master of Health Administration, Master of Health Administration Bridge, Master of Health Administration/Education, Master of Health Administration/Education Bridge, Master of Health Administration/Gerontology, Master of Health Administration/Gerontology Bridge, Master of Health Administration/Informatics, Master of Health Administration/Informatics Bridge, Master of Science/Administration of Justice and Security, Master of Science/Administration of Justice and Security Bridge, Master of Business Administration, Master of Public Administration, Master of Management, Master of Science in Accountancy, Master of Science in Nursing, Master of Science in Nursing/Specialization in Nursing/Health Care Education, Master of Science in Nursing/Specialization in Informatics, Master of Science in Nursing and Master of Health Administration, Doctor of Management in Organizational Leadership, Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology, Doctor of Health Administration, Visual Communication Certificate, Information Systems Security Certificate, APLUS Fundamentals Certificate, Information Systems Security Minor, Multimedia and Visual Communication Minor, Graduate Health Care Informatics Certificate, Gerontology Health Care Certificate, Graduate Certificate in Human Resources Management, Graduate Accounting Certificate, Graduate Marketing Certificate
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.
The following policy is effective as of August 1st, 2012. Please see the updated policy information below. The new information is underlined and will superecede 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
9785 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 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 Graduate Education section of this catalog.

Residency Requirements and Course Waivers for the MAED/SPE

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

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>
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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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<tr>
<td>MAED/SPE</td>
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- 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, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595.

Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Provisional SEI Endorsement (SEI/500)
- Arizona Full SEI Endorsement (SEI/500 and SEI/503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at: https://www.ade.az.gov/oelas/.

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

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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 Graduate Education section of this catalog.

**MAED/ADM Required Course of Study**

ADMIN 591C ~................................................................. 1 credit

*Administrative Internship Part III: Professional Practice*

**Course Descriptions for the MAED/ADM**

ADMIN 591C ................................................................. 1 credit

*Administrative Internship Part III: Professional Practice*

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.
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 Consumer Information section of this catalog.

State Refund Policies

Iowa

Students in the state of Iowa who withdraw from a course prior the start date will receive a 100 percent refund of tuition for that course. Students who withdraw from a course after the start date will receive a pro-rata refund of tuition for the course until they have attended 100 percent of the course. Refunds will be paid within 30 days of a student's official withdrawal.
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 Professional Programs section of this catalog.

Additional Admission Requirements for the certificate program

All applicants to this endorsement program are expected to meet the following additional admission requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution’s candidacy period is not acceptable for admission.

• Upon admission, students must have completed all but six (6) semester or nine (9) quarter credit hours in the areas as stated below. These additional six (6) credits must be completed prior to student teaching.

• Candidates with a content area in social studies must have completed all but nine (9) semester or 12 quarter credit hours upon admission.

• Candidates for the Secondary Teacher Education program must have a minimum of 24 credits in one of the following areas:
  • English: coursework must include advanced composition, linguistics, literature, communications
  • Mathematics: coursework must include analytic geometry and calculus, abstract and linear algebra, probability and statistics, geometry
  • Science: 24 credits in one of the following areas: life science, chemistry, earth/space science, physics, biology, general science (biology, chemistry, physics and earth/space), physical science (chemistry, earth/space, physics)
  • Health
  • Physical Education
  • Global Language
  • Fine Arts

• Candidates for the Secondary Teacher Education program seeking a Social Studies license must select one (1) primary and at least two (2) supporting areas.

  Primary area = 18 credits
  Supporting area = 12 credits (2 supporting areas are required)

• A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.
• Students with a GPA of 2.5 - 3.0 on their undergraduate degree posted transcript can be admitted if they also have five (5) years of professional experience.
• T2T-Secondary applicants must have passing scores on the designated state content knowledge exam (Praxis II: secondary content area specific)
• A signed Indiana Transition to Teaching New Student Checklist
• Students who reside outside of the US or US Territory are not eligible to apply.
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 Undergraduate College of Nursing section of this catalog.

**Additional Admission Requirements for the BSN**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Current employment is not a requirement for admission.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -BSN-I. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

  **Note:** Nurses with a Puerto Rico License must obtain US licensure for admission.

- Completion of a nursing diploma earned from a recognized school of nursing in the United States; associate degree (any emphasis) earned in the United States from an approved regionally or nationally accredited institution; an associate degree in nursing or post-secondary diploma in nursing or foreign equivalent earned at a recognized foreign institution; California 30 credit option or California BSN approved program.

- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.

- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Addendum
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 - 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 Professional Programs section of this catalog.

**Administration and Supervision Certificate Program**

**Program Category Requirements and Course Selections**

**Orientation, 0 Total Credits**

- **ADMIN 501** .......................................................... 0 credits
  Orientation to Administration and Supervision
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 Undergraduate Education section of this catalog.

**Residency Requirements and Course Waivers for the BSLS**

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 91 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 Professional Preparation Program Requirements, a student must have completed a previous course which meets the following criteria:

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

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study.

Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: ARTS 230CA, ARTS 340CA, EED 498CA, EED 499CA, GEN 200, HUM 375CA, PHL 310CA, TPA 001, TPA 002

**Candidacy Status for the BSLS**

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 84 Required Course of Study (prior to PHL/310CA) 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 (CBEST)
- Verification of Certificate of Clearance
- Must provide one of the following verifications prior to the completion of 84 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
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 Undergraduate Education section of this catalog.

Residency Requirements and Course Waivers for the BSED/E

- Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
- Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
    - The course must have been completed and transcripted from a regionally accredited institution with which the University of Phoenix has an approved articulation agreement.
    - The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement.
    - The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.
- Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.
- The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDC 415, SPE 300
- Arizona residents may waive SEI 300 and/or SEI 301 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:
  - Arizona Provisional SEI Endorsement (SEI 300)
  - Arizona Full SEI Endorsement (SEI 300 and SEI 301)
  - Arizona English as a Second Language Endorsement
  - Arizona Bilingual Endorsement
- Candidates wishing to be certified in the state of Pennsylvania must show verification of a 3.0 overall cumulative GPA as noted on the Bachelor’s transcript.
- 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.
- Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

Institutional Recommendation for the BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

Addendum
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 School of Advanced Studies section of this catalog.

PHD/HEA Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.

PHD/HEA Elective

ELEC 710 ~ 3 credits

Comprehensive Examination
EXAM 799 ~ 1 credit

Professional Development and Socialization

EDU 732 ~ 3 credits

Legal Aspects of Higher Education
RES 723 ~ 3 credits

Academic Affairs Administration
EDU 701 ~ 3 credits

Yearly Renewal Residency (as required)
DOC 740R ~ 0 credits

Mixed Methods

Elective Courses to Fulfill ELEC 710
RES 723 ~ 3 credits
Advanced Statistical Research Methods and Design
RES 724 ~ 3 credits
Qualitative Methods and Design
RES 725 ~ 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ 3 credits
Correlational Methods of Analysis
RES 727 ~ 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ 3 credits
Qualitative Case Study
RES 729 ~ 3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ 3 credits
Grounded Theory Methods
RES 746 ~ 3 credits

Elective Courses to Fulfill ELEC 711 and ELEC 712
COM 701 ~ 3 credits
Diversity and Communication
EDU 701 ~ 3 credits
Academic Affairs Administration
EDU 702 ~ 3 credits
History of Education in the Americas
EDU 703 ~ 3 credits
Student Affairs Administration
EDU 704 ~ 3 credits
Understanding the Infrastructure of Higher Education
EDU 705 ~ 3 credits
The Inclusive Campus: Addressing Differing Student Needs
EDU 712 ~ 3 credits
History of Education

Addendum
EDU 709 .................................................................3 credits
The Community College
IND 701 .............................................................3 credits
Independent Study I
IND 702 .............................................................3 credits
Independent Study II
IND 703 .............................................................3 credits
Independent Study III
LDR 706 .............................................................3 credits
Leadership, Management, and Supervision
ORG 707 ...........................................................3 credits
Advanced Systems Thinking
RES 725 ...........................................................3 credits
Descriptive and Comparative Data Analysis
RES 726 ...........................................................3 credits
Correlational Methods of Analysis
RES 727 ...........................................................3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ...........................................................3 credits
Qualitative Case Study
RES 729 ...........................................................3 credits
Ethnomethodology and the Study of Culture

The Community College

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and dissertation defense requirements for the doctoral program. Students have the option to pursue either DOC 736 or DOC 738 in order to ensure all programmatic requirements have been met. Students who choose to pursue either DOC 736 or DOC 738 must be awarded a letter grade from the faculty member for their final attempt at the "C" course.

DOC 736 and/or DOC 738 to ensure that all programmatic requirements have been met. Students who choose to proceed from DOC 736 to DOC 738 must also be awarded a letter grade from the faculty member for their final attempt at the "C" course.

EDU 711 .............................................................3 credits

Communication Strategies

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within the University of Phoenix’s adult learning model. Topics include: enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ...........................................................0 credits

Doctoral Program Orientation Seminar

SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

EDU 711 .............................................................3 credits

Core Functions of Higher Education Administration

This course examines the major features of the three core functional areas of modern higher education. The course focuses on the administration of higher education institutions and includes the 1) student experience, including student development and learning; 2) faculty and staff issues, including RPT (retention, promotion, and tenure), faculty and staff development, curriculum, governance; and 3) infrastructure concerns, including planning, technology, and facilities.

DOC 710R ...........................................................3 credits

Doctoral Studies Seminar and Workshop

As an orientation to doctoral learning, this course challenges learners to engage in a transformational learning process by positioning themselves within their cultural context, the emerging doctoral community, and the larger field of interest. Learners will develop their critical consciousness as scholars, practitioners, and leaders. Class activities will include critical reading and writing, dialogic interaction, reflexive practice, and collaborative projects. As an outcome of the course, learners will refine their disposition toward the doctoral process and develop theoretical models and practical skills to succeed in the program.

EDU 706 .............................................................3 credits

Comparative Models of Higher Education

This course will present a comparative perspective of educational systems that exist in today’s world. Introducing the relationships between culture and education, the course will present a brief historical analysis of the social, political, economic, and development antecedents to educational systems. Cross-national comparative analysis, educational borrowing and transfer, and current trends and transfer in the United States, Canada, European, Russian, and U.S., and hybrid systems that serve as the basic models for higher education throughout the world. In the culmination of this course, learners will investigate the trends in unifying systems into a global synthesis of higher education, China and Eastern philosophy.

PHL 713 .............................................................3 credits

Philosophy of Education

Why educate? This course will commence with basic questions that underlie the purposes of formal and non-formal education. Global perspectives on values, beliefs, cultural referents, and goals of education will be examined from ancient days through current theorists. The course will culminate with the student’s developing a personal philosophy of education that emerges from the study of various philosophies, both formal and non-formal.

Addendum
SOC 721 ................................................................. 3 credits

Social, Political, & Ethical Aspects of Higher Education
Learners will undertake research into the intertwined aspects of social and political constructs as they impact ethical decision-making in higher education administration. Stakeholders, economics, political agendas, beliefs, values, cultures, and religions will be examined within a framework of ethical theories of problem-solving and resolution strategies. Students will conclude the course with a personal assessment of ethical philosophy as it applies to the realm of higher education.

EDU 706 .................................................................................. 3 credits

Comparative Models of Higher Education
This course will present a comparative perspective of educational systems that exist in today's world. Introducing the relationship between culture and education, the course will present a brief historical analysis of the social, political, economic, and development precedents to educational systems. Cross-national comparative analysis, educational borrowing and transfer, and current trends and transfer in the British, French, German, Russian, U.S., and hybrid systems that serve as the basic models for higher education throughout the world. In the culmination of this course, learners will investigate the trends in unifying systems into a global synthesis of higher education. China and Eastern philosophy.

EDU 724 .................................................................................. 3 credits

Student Development Theory
This course will foster an enhanced understanding of college students through an examination of the psychosocial, cultural, cognitive-structural, identity, and typology theories related to college student development. Application and use of theory to everyday practice and a broad range of students in higher education will be discussed.

RES 714 .................................................................................. 3 credits

Quantitative Methods and Statistical Analyses
This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education. Various methodologies for data collection and statistical analyses will be discussed, with an emphasis on the ways in which quantitative analyses are utilized in educational settings.

RES 715 .................................................................................. 3 credits

Qualitative Methods
This course is designed to provide students with an overview of qualitative research approaches and the application to work in higher education. Various methods for data collection and analyses will be discussed including: ethnography, grounded theory, case studies, discourse analysis, and phenomenology.

ORG 722 .................................................................................. 3 credits

Organizational Theory, Planning, and Change
This course examines the structure of higher education organizations and the ways in which leaders manage these organizations through change. Learners will focus on the cultural aspects of educational organizations, the ways in which organizational strategies are designed and implemented, as well as the organizational contexts that affect structure and change.

FIN 723 .................................................................................. 3 credits

Higher Education Finance and Economics
This course introduces and examines the major features of the financial functions operative within various kinds of institutions of higher education. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: types of degree-granting institutions; public and private, non-profit and for-profit entities; small, medium, and large institutions; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional income streams, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.

DOC 720 .................................................................................. 3 credits

Proposal Seminar
This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement and purpose statement, as well as determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 721 .................................................................................. 3 credits

Prospectus and Proposal Workshop
This course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and will culminate in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation.

LAW 731 .................................................................................. 3 credits

Legal Aspects of Higher Education
This course provides an analysis of the legal issues prevalent in higher education institutions. Major topics of discussion include accreditation and regulatory issues, federal and state constituents and laws, institutional and individual legal issues, student rights, employment agreements, and the legal aspect of technology. Learners review case laws and specific pieces of education legislation to provide a basis for their legal decisions and policy making.

EDU 732 .................................................................................. 3 credits

Planning, Evaluation, & Assessment in Higher Education Administration
This course will explore various concepts, theories, and methodologies underlying program planning, development, and assessment. Focusing on higher education administration, course content will address issues of purpose, goals, activities, outcomes, and evaluation in a variety of higher educational endeavors. Campus and off-campus program development, including feasibility, financial planning, staffing, and report management will provide knowledge and skills to effectively undertake campus initiatives.

Addendum
DOC 730R .................................................................3 credits

**Professional Development & Socialization in Higher Education Administration**

This course explores various aspects of daily work in higher education administration with a focus on the professional development of the learner. Topics will include: Grant-writing, program proposal development, scholarship and writing for publication, identifying external funding-sources, involvement in professional associations, and updating or developing a Curriculum Vitae.

EXAM 799 ..............................................................1 credit

**Comprehensive Examination**

The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.

DOC 736A ...............................................................3 credits

**Dissertation I**

The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC 737

DOC 737 ...............................................................3 credits

**Dissertation II**

Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study's research, findings, recommendations, and conclusions.

DOC 738A ...............................................................3 credits

**Defense**

In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 740R ...............................................................0 credit

**Annual Renewal Residency**

This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.

RES 723 ...............................................................3 credits

**Advanced Statistical Research Methods and Design**

The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 724 ...............................................................3 credits

**Qualitative Methods and Design**

This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

RES 725 ...............................................................3 credits

**Descriptive and Comparative Data Analysis**

This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these qualitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners' needs other approaches may be covered.

RES 726 ...............................................................3 credits

**Correlational Methods of Analysis**

This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the assumptions, advantages, limitations, and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners' needs other approaches may be covered.

RES 727 ...............................................................3 credits

**Approaches to Phenomenological Inquiry and Data Analysis**

This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 ...............................................................3 credits

**Qualitative Case Study**

This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.
Ethnomethodology and the Study of Culture
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches — and their blending — to actually design and conduct meaningful doctoral level research.

Diversity and Communication
This course explores how the language of leadership can serve to include rather than exclude people. The major content areas of this course will be on not singling people out for race, age, disability, sexual orientation, and on being consistent in their treatment of people within a group. Upon completion of this course, learners will be able to investigate and analyze various aspects of their language for any ways that stereotypes are perpetuated or some groups of people are given less value.

Academic Affairs Administration
This course introduces and examines the major functions traditionally housed in the academic wing of a given institution. Specifically, the following faculty roles and responsibilities will be addressed: those in institutional governance, those in curriculum development and design, those in curriculum delivery, those in student recruitment and retention, and those in institutional advancement. Delivery methods; relationship between curriculum and finances (subsidizing); selection, development, termination of programs; responsiveness to the marketplace; using data to make curricular decisions; Student learning outcomes (balancing with budgetary constraints); politics and curriculum.

History of Education in the Americas
An in-depth analysis of the development of education in Canada, Central America, South American nations, and the United States will form the basis of this course. Topics will include Indigenous educational perspectives, the development of education (K-post-secondary), major forces affecting educational development at all levels, and the political, social, economic, and cultural contexts of educational development. Public and private endeavors in education through the 20th century will be presented.

Student Affairs Administration
This course will explore the history, philosophy, and purposes of student affairs administration, examining both its theoretical and practical foundations. Students will investigate issues and problems currently facing student affairs administration in the ever-changing educational climate and focus on the future of the profession.

Understanding the Infrastructure of Higher Education
This course will examine the evolution of the Higher Education Academy from an organizational, political, philosophical, cultural, economic, and policy-oriented point of view. Students will become familiar with the campus culture through the evolution of various campus models that impact how departments function on-campus and work collaboratively to support the institution's mission and educate students.

The Inclusive Campus: Addressing Differing Student Needs
This course will provide an overview of the various physical, mental, social, cultural, and economic factors that contribute to the uniqueness of students with individual differing abilities as related to campus culture and climate. Drawing from current topics and research in higher education administration, the behavior of and trends related to the needs of this student population will be examined.

History of Education
This course will present the learner with a comprehensive survey of the purposes and educational developments from ancient civilizations in Africa (Egypt, Babylonia, Assyria, Persia), Asia (China, Indus Valley), Greece, and Rome through the 20th century. Hindu, Jewish, Muslim, Christian, and Buddhist traditions, Zhou Dynasty, Medieval/Renaissance/Reformation, Enlightenment, Industrial, and Post-Industrial educational developments will be studied as a prelude to investigating comparative educational systems.
EDU 709 .......................................................... 3 credits
**The Community College**
In this course, learners study the contexts, systems, and purposes of the community college within the higher education environment.

IND 701 .......................................................... 3 credits
**Independent Study I**
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 702 .......................................................... 3 credits
**Independent Study II**
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 703 .......................................................... 3 credits
**Independent Study III**
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

LDR 706 .......................................................... 3 credits
**Leadership, Management, and Supervision**
This course investigates building teamwork and commitment, coaching and mentoring, collective bargaining and contract negotiations, and delegating. Upon completion of this course, learners will have the following competencies: the ability to plan work teams and increase the effectiveness of their work, use coaching to improve the work of the underachiever as well as continued growth of all employees, arrange and participate in collective bargaining and contract negotiations, and delegate work to subordinates.

ORG 707 .......................................................... 3 credits
**Advanced Systems Thinking**
With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.

DOC 736B .......................................................... 3 credits
**Dissertation I**
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736C .......................................................... 3 credits
**Dissertation I**
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 738B .......................................................... 3 credits
**Defense**
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 738C .......................................................... 3 credits
**Defense**
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)
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 College of Nursing section of this catalog.

College of Nursing

The College of Nursing offers both undergraduate and graduate (see the graduate section of this catalog) degrees to prepare students to expand their career options in the dynamic and rapidly changing health care environment.

Undergraduate Programs
- LP/VN to Bachelor of Science in Nursing
- RN to Bachelor of Science in Nursing

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

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

Students/Candidates in the College of Nursing may be required to take a proctored exam as part of their curriculum.

Nursing

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

Nursing Programs

The Bachelor of Science in Nursing (BSN) program should address the accreditation by the Commission on Collegiate Nursing Education (CCNE)*

* For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036; (202)887-6791.
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 College of Nursing section of this catalog.

College of Nursing

The College of Nursing was established to respond to the educational needs of registered nurses and health care professionals. The College offers working nurses and health care professionals opportunities to participate in degree programs developed to broaden their professional horizons. These programs are designed specifically for nurses and health care professionals who desire a repertoire of skills and knowledge necessary to respond effectively to today’s dynamic health care environment. They also equip students with essential skills necessary to assume a leadership role in resolving the challenges being faced by health care organizations and personnel.

Each program has a blend of theory and practice which fosters a learning environment that allows students to build their knowledge base and to effectively and creatively apply what they have learned.

The MSN Programs are developed for nurses who want to ground their professional nursing decisions and actions with appropriate nursing theories, research principles, and practices. The MSN curriculum builds on baccalaureate education through the development of advanced practice roles of caregiver, teacher, and manager of care. In addition, there is a MSN/FNP Program and FNP Post-Masters Certificate available at selected University of Phoenix campuses. Students/Candidates in the College of Nursing may be required to take a proctored exam as part of their curriculum.

The MSN/MHA and MSN/MBA/HC Dual Degree Programs allow nurses to blend advanced nursing concepts with business and management skills need in health care today.

Nursing Programs

All Master of Science in Nursing programs should address the accreditation by the Commission on Collegiate Nursing Education (CCNE)*

* For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036; (202)887-6791.
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 Graduate Nursing section of this catalog.

Additional Admission Requirements for the MSN/MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0. Current employment in a nursing or healthcare role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the international version of the degree: MSN-I. Students must sign a new Enrollment Agreement for the international version of the degree, and must maintain an active, unencumbered nursing license in the U.S. or its territories. Students must notify their campus representative within thirty (30) days after moving to a new location outside the US, update their profile to reflect the new international address, and must have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative. Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
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 Graduate Nursing section of this catalog.

**Additional Admission Requirements for the MSN/MBA/HC**

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.
- Current employment is not a requirement for admission.
- Students must have access to an appropriate healthcare organization environment in which to complete the work related course assignments.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.

*Note: Nurses with a Puerto Rico License must obtain US licensure for admission*
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
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 Graduate Nursing section of this catalog.

Additional Admission Requirements for the MSN/INF

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the US, and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Signed FERPA Release/Drug Test or Failure to Test Results

Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.

- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement. Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure

Addendum
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 Graduate Nursing section of this catalog.

**Additional Admission Requirements for the MSN/ED**

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.
- Current employment is not a requirement for admission.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the International version of the degree. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
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 Graduate Nursing section of this catalog.

**Master of Science in Nursing**

The Master of Science in Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate degree preparation. The program prepares nurses for advanced practice in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in specific area of content or advanced practice role. Thirty-nine credits are required for completion of the degree. The course sequence will be completed in the order determined by the University. The University reserves the right to modify and/or resequence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses that do not meet the required minimum grade must be repeated.

* For more information about accreditation, please contact CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202)887-6791

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

**Additional Admission Requirements for the MSN**

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold an RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.
- Current employment is not a requirement for admission.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the US and its territories must change to the International version of the degree -MSN-I. The International version of the MSN/I does not offer any specializations such as Informatics or Health Care Education. Students must sign a new Enrollment Agreement for the international version of the degree. Students must: 1) notify their campus representative within thirty (30) days of their moving outside the country; 2) update their profile to reflect the new international address; and 3) have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

**Addendum**

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results
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 Graduate School of Business section of this catalog.

**Residency Requirements and Course Waivers for the MM**

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

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years with a "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived from the degree program: MGT 527, MGT 598

The School of Advanced Studies offers a bridge opportunity for masters degree students who are interested in taking doctoral courses as part of the masters degree program. The School of Advanced Studies has created a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. Our goal is to encourage students to enroll in doctoral programs at University of Phoenix.

In this bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.
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 Graduate Education section of this catalog.

Residency Requirements and Course Waivers for the MAED/TED-S (Nevada)

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>
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 Graduate Education section of this catalog.

**Candidacy Status for the MAED/TED-S (California)**

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:**
  - 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.
    - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.
  - Verification of Certificate of Clearance
  - Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
    - The candidate provides evidence of having passed the appropriate subject matter examination(s).
    - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
    - The candidate provides evidence of passing the state examination(s).
    - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of having completed a Teacher Work Sample.
  - TB test results (District specific)
  - TB test results (District specific)
  - Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Student Teaching for the MAED/TED-S (California)**

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.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
- Students 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 pass CalTPA tasks 3 and 4.**
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
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 Graduate Education section of this catalog.

**Candidacy Status for the MAED/TED-E (California)**

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.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.
  - Students enrolled in MAED/TED-E must pass all sections of the CSET: Multiple Subjects examination plus the additional CSET: Writing Skills examination will have met the basic skills requirement and will not need to pass the CBEST.
- Verification of Certificate of Clearance
  - Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
    - The candidate provides evidence of having completed a Commission approved subject matter examination(s).
    - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
    - The candidate provides evidence of registration for the next scheduled examination.
    - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
    - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
- TB test results (District specific)

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

**Student Teaching for the MAED/TED-E (California)**

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 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 pass CalTPA tasks 3 and 4.
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- 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.
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 Graduate Education section of this catalog.

**Residency Requirements and Course Waivers for the MAED/SPE (Texas)**

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 533, RDG 570, SPE 546, SPE 575, SPE 578, **SPE 591**, SPE 594, SPE 595
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.

**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: Online. 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 ~ Foundations for General Education and Professional Success 3 credits
- CJA 204 ~ Introduction to Criminal Justice 3 credits
- CJA 214 ~ Introduction to Police Theory and Practices 3 credits
- CJA 224 ~ Introduction to Criminal Court Systems 3 credits
- CJA 234 ~ Introduction to Corrections 3 credits

**BSCJA Required Course of Study**

- CJA 304 ~ Interpersonal Communications 3 credits
- CJA 314 ~ Criminology 3 credits
- CJA 324 ~ Ethics in Criminal Justice 3 credits
- CJA 334 ~ Research Methods in Criminal Justice 3 credits
- CJA 344 ~ Cultural Diversity Issues in Criminal Justice 3 credits
- CJA 354 ~ Criminal Law 3 credits
- CJA 364 ~ Criminal Procedure 3 credits
- CJA 374 ~ Juvenile Justice Systems and Processes 3 credits
- CJA 384 ~ Criminal Organizations 3 credits
- CJA 394 ~ Contemporary Issues and Futures in Criminal Justice 3 credits

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 Cyber Crimes**

The BSCJA Cybercrimes concentration provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The concentration combines academic instruction in criminal justice and cybercrime concepts to include: the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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

- CIS 207 ~ Information System Fundamentals 3 credits
- BCC 401 ~ Cybercrime in the 21st Century 3 credits
- BCC 402 ~ Cyber Crime and Role of Law Enforcement Security Personnel 3 credits
- BCC 403 ~ Global Technology and Cyber Crime 3 credits
- CJA 484 ~ Criminal Justice Administration Capstone 3 credits

**Concentration in Security**

The BSCJA Security concentration is intended to provide students with the knowledge and basic skills to work in Homeland Security and other areas of the criminal justice system that deal with terrorism, counterintelligence, and analysis. This concentration combines academic instruction in criminal justice and security practices to include: risk management, counterterrorism, critical infrastructure protection, and critical incident management. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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

- BSS 480 ~ Risk Management Perception and Communication 3 credits

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Addendum
BSS 481 ~ Counterterrorism Intelligence and Analysis 3 credits
BSS 482 ~ Securing Critical Infrastructure and Cyberspace 3 credits
BSS 483 ~ World View of Homeland Security 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.

• South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.

• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

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

• 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
Puerto Rico students may not use conversational English to satisfy 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

Nevada students must complete 3 credits in Nevada Constitution

Additional Liberal Arts, 6 credits

Puerto Rico students must complete six (6) credits of Spanish. Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish 1 or higher will satisfy the Spanish requirement.

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.

General Education Requirements for the BSCJA for Arkansas Students

A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:

Communication Arts, 6 credits
Mathematics, 6 credits

Must include MTH 220

Science and Technology, 9 credits
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities, 9 credits

Social Science, 9 credits
Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts, 6 credits

Interdisciplinary Requirements, 9 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 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 BSCJA**
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years (5 years for Information Security and Technology courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to 30 credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcribed from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved Articulation Agreement.
- The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

The following courses in the required course of study may not be waived: GEN 200, CJA 484

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**Addendum**

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.
Course Descriptions for the BSCJA

GEN 200 ................................................................................... 3 credits
Foundation 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.

CJA 204 ..................................................................................... 3 credits
Introduction to Criminal Justice
This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 214 ..................................................................................... 3 credits
Introduction to Policy Theory and Practices
This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including correctional history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJA 230 ..................................................................................... 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 correctional history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJA 234 ..................................................................................... 3 credits
Introduction to Criminal Court Systems
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 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
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 364 ..................................................................................... 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 374 ..................................................................................... 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.
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.

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.

CHM 110 ...................................................................................3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. The course topics address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry.

PHY 101 ....................................................................................3 credits

Fundamentals of Physics

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145......................................................................................3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ....................................................................................3 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.
### Course Descriptions for the Concentration in Cyber Crimes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 207</td>
<td>Information System Fundamentals</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCC 401</td>
<td>Cybercrime in the 21st Century</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCC 402</td>
<td>Cyber Crime and Role of Law Enforcement Security Personnel</td>
<td>3 credits</td>
</tr>
<tr>
<td>BCC 403</td>
<td>Global Technology and Cyber Crime</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJA 484</td>
<td>Criminal Justice Administration Capstone</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSS 481</td>
<td>Counterterrorism Intelligence and Analysis</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSS 482</td>
<td>Securing Critical Infrastructure and Cyberspace</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSS 483</td>
<td>World View of Homeland Security</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Course Descriptions for the Security

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSS 480</td>
<td>Risk Management Perception and Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>BSS 481</td>
<td>Counterterrorism Intelligence and Analysis</td>
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<td>World View of Homeland Security</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Addendum

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.
Bachelor of Science in Criminal Justice Administration (Maryland-Online)

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Maryland-Online. The availability of programs and emphases 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 emphasis 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 emphases 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
Introduction to Criminal Justice
CJA 204 ................................................................................ 3 credits
Introduction to Criminal Court Systems
CJA 214 ................................................................................ 3 credits
Introduction to Police Theory and Practices
CJA 224 ................................................................................ 3 credits
Introduction to Criminal Justice
CJA 234 ................................................................................ 3 credits
Introduction to Corrections

BSCJA Required Course of Study

CJA 304 ................................................................................ 3 credits
Interpersonal Communications
CJA 314 ................................................................................ 3 credits
Criminal Law
CJA 324 ................................................................................ 3 credits
CJA 394 ................................................................................ 3 credits
CJA 374 ................................................................................ 3 credits
CJA 384 ................................................................................ 3 credits

Emphasis in Cyber Crimes

The BSCJA Cybercrimes emphasis provides students with the basic skills needed to recognize relevant sources of electronic evidence and determine how electronic evidence can be used in court proceedings and as part of an organizational security plan. The emphasis combines academic instruction in criminal justice and cybercrime concepts to include; the evolution of cybercrime, cybercrime forensics, electronic evidence gathering, and cybercrime investigation and prevention. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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

CIS 207 ................................................................................ 3 credits
Information System Fundamentals
BCC 401 ................................................................................ 3 credits
Cybercrimes in the 21st Century
BCC 402 ................................................................................ 3 credits
Cyber Crime and Role of Law Enforcement Security Personnel
BCC 403 ................................................................................ 3 credits
Global Technology and Cyber Crime
CJA 484 ................................................................................ 3 credits
Criminal Justice Administration Capstone

Emphasis in Security

The BSCJA Security emphasis is intended to provide students with the knowledge and basic skills to work in Homeland Security and other areas of the criminal justice system that deal with terrorism, counterintelligence, and analysis. This emphasis combines academic instruction in criminal justice and security practices to include; risk management, counterterrorism, critical infrastructure protection, and critical incident management. Students are prepared to provide services in a variety of private and public settings within the criminal justice domains of policing, the courts, corrections, and security.

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

BS 480 ................................................................................ 3 credits
Risk Management Perception and Communication
BS 481 ................................................................................ 3 credits
Counterterrorism Intelligence and Analysis
BS 482 ................................................................................ 3 credits
Securing Critical Infrastructure and Cyberspace
BS 483 ................................................................................ 3 credits
World View of Homeland Security
CJA 484 ................................................................................ 3 credits
Criminal Justice Administration Capstone

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the BSCJA

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body. GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.
- 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
- 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 an emphasis 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 emphasis. Emphases 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 emphasis 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.

Addendum
Residency Requirements and Course Waivers for the BSCJA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

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

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

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

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

The following courses in the required course of study may not be waived: GEN 200, CJA 484, GEN 195.

Course Descriptions for the BSCJA

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.

CJA 204.................................................................3 credits

Introduction to Criminal Justice

This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 214.................................................................3 credits

Introduction to Policy Theory and Practices

This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis.

CJA 224.................................................................3 credits

Introduction to Criminal Court Systems

This course is an introductory 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 offenders.

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.

Addendum
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 Correctional Association 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.

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.

CHM 110 ..................................................................................... 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ..................................................................................... 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ..................................................................................... 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ..................................................................................... 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Emphasis in Cyber Crimes

CIS 207 ..................................................................................... 3 credits
Information System Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

BCC 401 ..................................................................................... 3 credits
Cyber Crimes in the 21st Century
This course explores developments and changes in the practice of criminal justice brought about by technology and crime as well as the rapid technological change in computers, and other Internet access devices. Specific topics include: Cybercrime, how different Cybercrimes are committed, the rapid evolution of technology and its effects on crime, Cybercrimes against persons, and criminal justice agencies involved in the investigation and prevention of Cybercrimes. The new skills and knowledge gained in this course will add to the protection, safety, and security of our society.

BCC 402 ..................................................................................... 3 credits
Cyber Crime and Role of Law Enforcement Security Personnel
This course explores the developments and changes in the role of Law Enforcement and Security officials in their investigation of Cyber Crimes. Specific topics include: Cyber Crime Forensics, obtaining Search Warrants for Cyber Crimes, jurisdictional issues in Cyber Crimes, Law Enforcement Issues in Cyber Crimes, and Personal and Corporate security and the Prevention of Cyber Crimes. Upon completion of this Cyber Security Course, students will have new skills, and knowledge that will help them with their personal goals, aid their present or future organizations, and as leaders provide service to their communities.

BCC 403 ..................................................................................... 3 credits
Global Technology and Cyber Crime
In this course, students will study how global technology is used to further cybercrime. Topics in this course will include Homeland Security and Cyber Technology, Global Technology Threats to the United States, Preventing and Fighting Global Technology Crime, The Role of Local and Federal Agencies in Preventing and Investigating Global Technology Crimes, and will explore the Future of Cyber Law Enforcement and Security to Prevent and Fight Global Cyber Crimes. The new skills and knowledge gained by the students will aid them in their current or future professional endeavors.

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.
Course Descriptions for the Emphasis in Security

BSS 480 ................................................................. 3 credits
Risk Management Perception and Communication
In this course, students will explore different global and regional threats; integrate security decision concerns with antiterrorism resource allocation; examine the psychological perception of the risk of terrorism threats; evaluate security plans; and discuss the role of the media in regards to accuracy and timely reporting. The knowledge and skills developed in this course will help prepare students for service in local and global security environments.
BSS 481 ................................................................. 3 credits
Counterterrorism Intelligence and Analysis
This course explores developments and changes in the practice of security operations brought about from global and local terrorist threats to different organizations. Students in this course will study the typology and anatomy of terrorist operations; evaluate intelligence and information sharing in counter terrorism; examine counterterrorism analysis methods and Global Security tactics; discuss international ethical and legal issues in counterterrorism; and analyze technology Issues in counter terrorism. The new skills and knowledge gained will add to the protection, safety, and security of our society.
BSS 482 ................................................................. 3 credits
Securing Critical Infrastructure and Cyberspace
This course explores the developments and changes in security operations to secure the critical infrastructure in both the public and private environments. Students will explore the critical infrastructure and interdependence; evaluate cyber security in post 9/11 global security; discuss the securing of human and property assets; develop proactive planning for protection of assets; and analyze border and transportation security issues. Upon completion of this Security Course, students will have new skills, and knowledge that will help them with their personal goals, aid their present or future organizations, and as leaders provide service to their communities.
BSS 483 ................................................................. 3 credits
World View of Homeland Security
Students in this course will develop new skills and knowledge to aid in the protection, safety, and security of our society. Learners will examine public and private security collaboration in Homeland Security response; discuss the leadership task in Homeland Security of controlling the human influence; analyze and understand the political influence on Homeland Security in idea development; compare and contrast jurisdictional responsibilities of Homeland Security programs; and evaluate the goals, objectives, and assessment of Homeland Security measures.
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.

Bachelor of Science in Education Elementary Education (Hawaii)

The following Bachelor of Science in Education Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online. 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 Education/Elementary (BSED-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSED/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

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

Program Category Requirements and Course Selections

Introductory Course, 3 total credits
GEN 200 ............................................................... 3 credits
Foundations for General Education and Professional Success
Orientation, 0 total credits
EDU 300 ............................................................... 0 credits
Orientation to Teacher Education
History and Foundations of Education, 6 total credits
EDU 301 ~ ......................................................... 3 credits
Foundations of Education
EDU 315 ~ ......................................................... 3 credits
Legal & Ethical Issues in Education
Educational Theories and Models, 6 total credits
EDU 311 ~ ......................................................... 3 credits
Models and Theories of Instruction
EDU 321 ............................................................... 3 credits
Classroom Management
Human Development, 3 total credits
EDU 305 ~ ......................................................... 3 credits
Child Development

Addendum
Assessment, 3 total credits
EED 400 ................................................................. 3 credits
Assessment in Elementary Education

Reading, 9 total credits
RDG 350 ................................................................. 3 credits
Children’s Literature
RDG 420 ~ ........................................................... 3 credits
Elementary Methods - Reading/Language Arts
RDG 415 ~ ........................................................... 3 credits
Diagnosis and Remediation of Reading Difficulties

Special Populations, 6 total credits
ESL 300 ................................................................. 3 credits
Teaching English Language Learners
SPE 300 ................................................................. 3 credits
Orientation to the Exceptional Child

Elementary Methods, 18 total credits
EED 416 ~ .............................................................. 3 credits
Elementary Methods - Mathematics
EED 420 ~ .............................................................. 3 credits
Elementary Methods - Science
EED 425 ~ .............................................................. 3 credits
Elementary Methods - Health/PE
EED 430 ~ .............................................................. 3 credits
Elementary Methods - Social Studies
EED 435 ~ .............................................................. 3 credits
Elementary Methods - Fine Arts
EED 444 ....................................................................... 3 credits
Elementary Methods - Integration of Hawaiian Studies

Student Teaching and Field Experience, 9 total credits
EDU 390 ................................................................. 1 credit
Elementary Education Seminar
EED 498 ~ .............................................................. 4 credits
Elementary Student Teaching, Seminar I
EED 499 ~ .............................................................. 4 credits
Elementary Student Teaching, Seminar II

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

Additional Admission Requirements for the BSED/E
All applicants are expected to meet the following admissions requirements:
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

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

Degree Completion Requirements for the BSED/E
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 60 upper division credits in the Required Program Category Preferred Sequence.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.5.
  • Satisfactory completion and uploading of the Teacher Work Sample (TWS).
  • Satisfactory completion of any required internship, student teaching, practicum courses and/or alternative clinical practice.
  • Complete course within the sequence specified by course prerequisite requirements.
  • Meet state requirements as set forth by state of residency to receive state endorsement.
  • Complete Field Experience Observation Record (100 hours).
  • All Students must complete the minimum number of credits required by their degree program.
  • The diploma awarded for this program will read as follows:
    Bachelor of Science in Education
    Elementary Education

Academic Progression Requirements for the BSED/E
Candidates must provide the following verification prior to beginning student teaching:
• Verification of content knowledge mastery prior to student teaching
• Verification of immunization or TB test results (district specific)
• Verification of the completion of 100 hours of field experience
  Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
  • All students must complete GEN/200 as their first course at the University.

Students must complete all General Education requirements prior to completion of EDU 390.
Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.
Minimum Grade Requirements for the BSED/E

- A candidate must earn a grade of "B" (grades if "I" and "B-" are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499.
- Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSED/E

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

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

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

Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 415, SPE 300.

General Education Requirements for the BSED/E

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

- English/Language Arts Requirement(s) 12 credits
- Mathematics Requirement(s) 12 credits
- Social Studies Requirement(s) 9 credits
- Physical/Biological Science Requirement(s) 6 credits
- Fine Arts Requirement(s) 3 credits
- Additional Liberal Arts Requirement(s) 9 credits
- Humanities Requirement(s) 3 credits

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

All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Note: Advanced exams such as Calculus or Freshman Composition and / or equivalent DANTES or Excelsior (formerly Regents or ACT/PEP) exams may also be used to fulfill the prerequisite requirements.

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

Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Field Experience for BSED/E

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

Student Teaching for the BSED/E

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

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
- Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Transcripts documenting a minimum of 24 semester credits in their content area
  - Passing scores on the state mandated content exam
- Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a "B" (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.
- Candidates must teach in a self-contained elementary setting. Candidates may not teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

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

- Candidates must successfully pass the Elementary Education Seminar with a "B" or better.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the BSED/E

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

Course Descriptions for the BSED/E

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.
EDU 300....................................................................................0 credits
 Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.
EDU 301....................................................................................3 credits
 Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.
EDU 315 ................................................................. 3 credits
Legal & Ethical Issues in Education
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning and the critical thinking, decision-making, professional and personal conduct of teachers.
EDU 311 ................................................................. 3 credits
Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.
EDU 321 ................................................................. 3 credits
Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record Keeping. Students will develop an individual classroom management plan.
EDU 305 ................................................................. 3 credits
Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/ emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre-K-8 environment.
EED 400 ................................................................. 3 credits
Assessment in Elementary Education
This course identifies what assessment is and how formative and summative assessments are used in the classroom. The course will include construction of objective and performance assessments, topics on reliability and validity, understanding the uses of standardized assessments, and the framework of assessment.
RDG 350 ................................................................. 3 credits
Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.
RDG 420 ................................................................. 3 credits
Elementary Methods - Reading/Language Arts
This course focuses on scientifically based instruction in phonological awareness, linguistic skills, and phonics as fundamental to implementing an effective reading program. Students examine scientific research and distinguish it from non-scientific claims. In addition, they study the applications of scientific research to classroom instruction.
RDG 415 ................................................................. 3 credits
Diagnosis and Remediation of Reading Difficulties
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.
ESL 300 ................................................................. 3 credits
Teaching English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multi-ethnic 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 300 ................................................................. 3 credits
Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
EED 416 ................................................................. 3 credits
Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.
EED 420 ................................................................. 3 credits
Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 425.................................................................................................................. 3 credits
Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.
EED 430.................................................................................................................. 3 credits
Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.
EED 435.................................................................................................................. 3 credits
Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.
EED 444.................................................................................................................. 3 credits
Elementary Methods - Integration of Hawaiian Studies
This course focuses on the pedagogy and assessment strategies that enhance student learning of Hawaiian studies. Instructional approaches for the Hawaiian Studies content area within the framework of an integrated curriculum are explored, including the use of critical thinking and study skills. Methods for integrating Hawaiian history, cultural values, and Hawaiian heritage are emphasized. This course provides students with an opportunity to develop the ability to create performance-based activities and assessments, culturally-sensitive instructional methods, curricular materials and resources, and appropriate assessment strategies. Students develop a variety of data-collection tools designed to assess student learning.
EDU 390 .................................................................................................................. 1 credit
Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.
EED 498 .................................................................................................................. 4 credits
Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
EED 499 .................................................................................................................. 4 credits
Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
MTH 213 .................................................................................................................. 3 credits
Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214 .................................................................................................................. 3 credits
Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.
SOC 315 .................................................................................................................. 3 credits
Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.
HIS 301 .................................................................................................................. 3 credits
United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution known as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.
HIS 110 .................................................................................................................. 3 credits
US History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.
HIS 265 .................................................................................................................. 3 credits
Hawaii History and Culture
This is a survey course in the history of Hawaii from Polynesian origins to contemporary multi-cultural society. This course traces the impact of major events, historical figures, and cultures on the development of Hawaii; and considers the Hawaiian response to these forces.
Between July 1, 2012 and August 12, 2012, the following program policies supersede the Bachelor of Science in Human Services with a concentration in Management program policies contained in the main body of this catalog for all students.

Effective August 13, 2012, the following program policies supersede the Bachelor of Science in Human Services with a concentration in Management program policies contained in the main body of this catalog only for students residing in the following locations: Connecticut, Indiana, Massachusetts, Maryland, Maine, North Dakota, Nebraska, New Jersey, New York, West Virginia, Puerto Rico, and overseas (European) military.

Students in some additional states may continue to be required to follow the policies listed below after August 13, 2012, until required state approvals are obtained. Please contact your enrollment advisor to determine the policies that are applicable in your state.

### 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: Online. 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 should 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 administrative 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 at graduation. Students may submit an Associate Degree from the high school records office confirming the date of graduation. Students must satisfy general education and elective requirements to meet the 120-credit minimum required for completion of the degree.

### Required Course of Study for the BSHS/M

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

BSHS 302 ~ Introduction to Human Services

BSHS 322 ~ Communication Skills for the Human Services Professional

MGT 331 ~ Organizational Behavior

BSHS 312 ~ Models of Effective Helping

MGT 330 ~ Management: Theory, Practice, and Application

BSHS 342 ~ Human Lifespan Development

MGT 350 ~ Critical Thinking: Strategies in Decision Making

BSHS 402 ~ Case Management

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

MGT 449 ~ Quality Management and Productivity

FIN 324 ~ Financial Analysis for Managers

PSY 428 ~ Advocacy and Mediation

BSHS 352 ~ Organizational Psychology

BSHS 442 ~ Technology in Human Services

BSHS 422 ~ Cultural Diversity and Special Populations

BSHS 382 ~ Research and Statistics

BSHS 462 ~ Building Community in Organizations

MKT 421 ~ Marketing

BSHS 452 ~ Program Design and Proposal Writing

GEN 480 ~ 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.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

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
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 the physical or biological sciences
Humanities, 6 credits
Social Science, 6 credits
Nevada students must complete three credits in Nevada Constitution
Additional Liberal Arts, 3 credits
Interdisciplinary Requirements, 15 credits
Puerto Rico students have a 12 credit Interdisciplinary requirement due to the 6 credit Spanish requirement in Liberal Arts.
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.

General Education Requirements for the BSHS/M for Arkansas Students
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, 9 credits
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.
Humanities, 9 credits
Social Science, 9 credits
Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.
Additional Liberal Arts, 3 credits
Interdisciplinary Requirements, 6 credits
Professional Development, 3 credits
Integrating, 3 credits
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program. For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

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 lease restrictive 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.

Addendum
BHS 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.

BHS 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.

BHS 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.

BHS 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.

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.

CHM 110 .............................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

Addendum
PHY 101 ................................................................................... 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ..................................................................................... 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215.................................................................................... 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.
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UNIVERSITY OF PHOENIX

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.

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

Accreditation Council for Business Schools & Programs (ACBSP)
One Dupont Circle, NW, Suite 530
Washington, DC 20036-1120
(202) 887-6791
http://www.aacn.nche.edu/accreditation/

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

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

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

Teacher Education Accreditation Council (TEAC)
One Dupont Circle NW, Ste. 320
Washington, DC 20036-0110
202.466.7236
teadc.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 Association of American Colleges, the American Association for Adult and Continuing Education, the American Association for Higher Education, National Association of Schools of Public Affairs and Administration, the Council for Adult and Experiential Learning, the College and University Personnel Association, the Arizona Association of Collegiate Registrars and Admissions Officers, the American Association of Collegiate Registrars and Admissions Officers, the Independent Colleges and Universities of Arizona, the American Association of Colleges of Nursing, National League for Nursing, the National Board for Certified Counselors, the National Association for Foreign Student Admissions, Association of International Educators, the National Association of Veterans Program Administrators, the Service Members Opportunity College, and Defense Activity for Non–Traditional Support. Additionally, the University maintains memberships in various professional, program specific organizations.

Academic Programs

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

As of the third quarter ending May 31, 2011, University of Phoenix had an enrollment of over 398,000 students and had expanded to in excess of 230 campuses and learning centers in 40 U.S. States as well as locations in the District of Columbia and Puerto Rico. Additionally, University of Phoenix offers degree programs globally through its online delivery system. According to students responding to a registration survey during fiscal year 2010, the average student is in his or her mid-thirties (32 for undergraduates and 37 for graduates). Gender of entering students is approximately 68 percent female and 32 percent male. Approximately 46 percent of entering students reporting belonged to an ethnic minority.

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

University Library

The University of Phoenix Approach to Library Services

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

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

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

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

What is in the University Library?

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

Getting Started with the University Library

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

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

Electronic Reserve Readings

In addition to the University Library resources for research by topic, University Library staff members also maintain Electronic Reserve Readings for individual courses. These pages provide 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.
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 & AAFP) 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 certificates 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 areas. 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
- 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 3.0 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
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THE UNIVERSITY’S TEACHING AND LEARNING MODEL

- 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 appropriate anti-virus application to insure the files transmitted and received are virus free.

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

**FlexNet®**

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

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

Structure

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

Process

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

Key Features of the Group-Based Online Program

Interactive Learning

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

Equitable Participation

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

Time and Place Independent

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

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

(Note: There are two scheduled downtimes a month. They occur on the 1st and 3rd Saturday of each month from 11.00 p.m. to 5:00 a.m. Sunday.)

Computer Text–Based Communications

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

(Note: There are two scheduled downtimes a month. They occur on the 1st and 3rd Saturday of each month from 11.00 p.m. to 5:00 a.m. Sunday.)

Services Provided

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

Confidentiality

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

Policy on the Illegal use of OLS

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

Calendar

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

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

2012-2013 Holiday Calendar

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th of July</td>
<td>July 4, 2012</td>
</tr>
<tr>
<td>Labor Day</td>
<td>September 3, 2012</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 22, 2012 - November 25, 2012</td>
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<tr>
<td>Martin Luther King Jr Day</td>
<td>January 21, 2013</td>
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<tr>
<td>President’s Day</td>
<td>February 18, 2013</td>
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<tr>
<td>Good Friday</td>
<td>March 29, 2013</td>
</tr>
<tr>
<td>Easter</td>
<td>March 31, 2013</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>May 27, 2013</td>
</tr>
</tbody>
</table>

*This is considered an institutionally scheduled break.

Course Cancellation

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

Directed Study

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

Concurrent Enrollment

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

Dual Enrollment

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

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

Multiple University Degrees

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

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

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 discrimination claims must be presented to the Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee.

i. Campus Director of Academic Affairs, Campus 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.

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i. The Title IX Coordinator or their designee will manage efforts to conduct a prompt, thorough and impartial investigation and make a determination on whether the party presented a factual connection between the allegation of harassment and the alleged actions.

ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:
   - If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
   - If the accusation is against a student then the Student Code of Conduct procedures apply.
   - If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

iii. In instances where it is determined that a formal process is not appropriate the student, faculty or employee may be warned or counseled regarding the allegation.

iv. Timeframe for Conducting Title IX complaints:
   - Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
   - Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
Disability Services

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

Obtain Information

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

Disability Services

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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.

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 released to a third party without written or authorized electronic consent via a FERPA Release form or a legally 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 accepted 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 degree 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 legally issued subpoena. A FERPA Hold Request is valid throughout the student’s enrollment.
To remove a FERPA Hold Request, the student must complete and submit the FERPA Hold Release form to the Registrar’s Office. To remove previously authorized parties from record, the student completes and submits a FERPA Recind 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.

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

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

Note: All third party inquiries, including parents, require a FERPA Release Form on file unless the third party meets one of the definitions under FERPA allowing without prior written or authorized electronic consent from the student, for example powers 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, SCRP-SAFE, Student Outreach Solutions, B, Inside Track, Salesforce, Iron Mountain, Intraedge, ITC InfoTech, Outsell Y-Connecting, collection agencies (ICS, ARS, States Recovery, FMS, Account Control Technology-ACT, Avante USA, Capital Management Systems, FCBS, NARS Call Center Solutions, National Enterprise Systems, Northland Group, Penta Group, Redline Recovery, Tate and Kirlin, and Windham Professionals), 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 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in Section 2331 of Title 18 United States Code. Institutions that, in good faith, produce information from education records in compliance with an ex parte order issued under this amendment “shall not be liable to any person for that production.”
- Under the Campus Sex Crime Prevention Act, institutions are permitted to disclose information concerning registered sex offenders who are required to register under the Violent Crime Control & Law Enforcement Act
- The institution may disclose the results of a disciplinary proceeding if the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and he or she has been found to have violated the institution’s policies and procedures with respect to the allegation. Disclosures may only be made if the institution determines the student did violate its policies and such disclosures must only include the name of the student, violation committed and any sanction imposed by the institution against the student.
- The institution must, upon written request, disclose to the alleged victim of a crime of violence, or a non-forcible sex offense, the results of any disciplinary hearing conducted by the institution against the student who is the alleged perpetrator of the crime or offense. If the alleged victim is deceased as a result of the crime or offense, the institution must provide the results of the disciplinary hearing to the victim’s next of kin, if so requested.
- The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions.
- If a student initiates legal action against an educational institution, the institution may disclose to the court, without a court order or subpoena, the student’s education records that are relevant for the institution to defend itself.
• The disclosure is to parents of a dependent student as defined in Section 152 of the Internal Revenue Code of 1986.
• A school official has a legitimate educational interest if:
  • Performing a task specified in his or her job description or contract
  • Performing a task related to a student’s education
  • Providing a service or benefit relating to a student or a student’s family
  • Representing a school in which a student seeks to enroll
  • Disclosing information in federal and state authorities auditing compliance of federal or state support programs
  • Disclosing information in connection with financial aid; to determine financial aid eligibility; amount of aid, conditions for the aid, or to enforce the terms of conditions of the aid
  • Disclosing information to state and local officials to whom this information is specifically allowed to be disclosed pursuant to state laws if the allowed disclosure concerns the juvenile justice system and the system’s ability to effectively serve the student whose records are released
  • Performing studies on behalf of educational institutions
  • Disclosing information to accrediting organizations carrying out their function
  • Complying with a judicial order or lawfully issued subpoena provided notification to the student is made before complying with the subpoena.

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

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

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

However, University Services will respond to student’s requests to review their records within 14 days from receipt of the request. Students should submit their request to the University Registrar and specify the record or records they wish to receive copies of or inspect.

**Student Right to Access**

Student wishing to review their educational records shall submit a written request to the Registrar specifying the records to be reviewed. Only records covered by the Family Educational Rights and Privacy Act will be made available. If necessary, the Registrar’s Office will work with a campus designee so that the student can review the record.

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

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

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

**Procedure**

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

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

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

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

Students’ request for a formal hearing must be made in writing and submitted to the University Services. The registrar will arrange for a hearing, and notify the student within 14 days from the receipt of the request of the date, place and time of the hearing. A hearing panel appointed by the registrar shall represent the University. The panel shall consider all relevant evidence supporting students’ allegations of inaccurate or misleading information in students’ records. Decisions of the panel will be final.
The University will provide a written decision within 14 days of the hearing based on evidence presented at the hearing and will include a summary of evidence presented and the rationale for the decision. If the University decides that the challenged information is not misleading, inaccurate or in violation of the student’s privacy rights, it will notify the student within 14 days of his or her right to place in the record a statement commenting on the challenged information or a statement of reasons for disagreeing with the decision. The statement will be maintained as a part of the student’s record as long as the contested portion is maintained. If the University discloses the contested portion of the record, it must also disclose the statement.

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

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

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

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/privacy-consumer-information.html.

Current students can also obtain a copy of the FERA 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/, as well as any other University-controlled or authorized Sites (including, without limitation, any business associate sites), regardless of domain name or IP address.

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

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

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

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

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

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

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

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

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

Information You Provide to Us
In addition to the Web Analytical Information automatically collected when you visit our Sites, the University also collects, uses and discloses Personal Information that you provide to us voluntarily when you respond to an advertisement or survey, register for our educational or other services, order merchandise or services from us, set up a Social Network profile, request Information regarding one of our educational programs, etc. While the exact nature of the Personal Information may vary depending on the type of response or service requested, the following is a non-exhaustive 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 admissibility and to register you for your selected educational programs
• to provide requested products and services
• to respond to your inquiries
• to administer promotions to which you have indicated an interest
• for our internal marketing purposes, which includes, but is not limited to, sending you material about products, services, updates, etc. that we think may be of interest to you
• for fostering communication and collaboration among members of the University community through Social Networks
• for sharing with our Educational Partners who may contact you with respect to their educational or marketing services;
• for sharing with our Educational Partners or Business Associates who are performing services on our behalf
• to analyze how Sites and services are being accessed and used;
• to improve Site and service performance and delivery
• to analyze risk and business results
• to obtain payment for services that we provide to you
• to maintain business records for reasonable periods
• to provide to Educational Partners, Business Associates or Unrelated Entities in connection with the contemplated or actual reorganization, merger, acquisition, financing, securitization, insuring, sale or other disposal of all or part of our business or assets, including for the purposes of determining whether to proceed with such transaction or fulfilling any records or other reporting requirements to such parties. In the event of any actual reorganization, merger, or acquisition such Information may be transferred as part of the transaction to the acquirer
• and/or as may be required or permitted by legal, regulatory, industry self-regulatory, insurance, audit, or security requirements applicable to the University, our Educational Partners, or our Business Associates.

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:
Location of Information Processing

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

Opt-Out

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

You can choose to no longer receive marketing communications from us and you may express your choice where indicated on the applicable email or other communication or visit http://awhpsmmta01.universityofphoenix.com/webdocs/UnsubscribeEmail.html. Please note, however, that such a request will only remove you from our list and the list of any Business Associate performing services on our behalf. We are not responsible for the use any other party may make of the Information once it has been transferred in accordance with this Policy and you will need to contact such entity to have your Information removed from their database.

You may change various user settings related to sharing your Personal Information contained in any user profile you set up as part of Social Network activities furnished by us, subject to contractual, academic, legal or technical restrictions and reasonable notice. Note that your withdrawal from Social Network activities might prevent us from providing you with certain products or services. Students who desire to prevent release of their directory and educational record information in accordance with FERPA may place a FERPA Hold on their academic file. Current students can obtain a copy of the FERPA policy at https://ecampus.phoenix.edu/portal/portal/public/login.aspx.

Potential students can review the University FERPA Policy within this document.

Our Security Measures

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

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

Monitoring of Communications

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

Internet Technologies Used

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

Children’s Privacy

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

Site Hosting and Links from Our Sites to Other Websites

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

University of Phoenix may update this Privacy Policy or revise it from time to time. If you are concerned about how your Personal Information is used or disclosed, you should contact us as described below or check back at this Site periodically to obtain a current copy of this Privacy Policy. We urge you to review this Privacy Policy frequently to obtain the current version. Your continued provision of Personal Information or use of our services following any changes to this Privacy Policy constitutes your acceptance of such changes. If we intend to use Information that personally identifies you in a manner materially different from what we stated at the time it was collected, we will attempt to notify you at least 30 days in advance. You 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)

For additional eligibility requirements go to http://www.phoenix.edu/tuition_and_financial_options/financial_options/financial-aid-options-non-citizens.html

Federal Grant Programs

Federal Pell Grant

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

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

Survivors of Servicemembers Grant

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

Iraq and Afghanistan Service Grant

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

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

Federal Supplemental Educational Opportunity Grant

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

Teacher Education Assistance College of Higher Education Grant

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

**Federal 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.

**Terms and Conditions**

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

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

Loans are processed for an academic year, which is a minimum of 24 credits and 30 weeks of instructional time. A student can 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.

**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.
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/or 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>LOAN STATUS</th>
<th>For the Period</th>
<th>For the Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subsidized Loans for undergraduate students</td>
<td>Repayment or Forbearance</td>
<td>2.47</td>
<td>2.36</td>
</tr>
<tr>
<td>In-school, Grace, or Deferment</td>
<td>1.87</td>
<td>1.76</td>
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<tr>
<td>PLUS Loans All Statuses</td>
<td>3.27</td>
<td>3.16</td>
<td></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 add-ons. 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 Counseling**

**Entrance Counseling**

The University of Phoenix follows federal regulations that govern students to calculate monthly payments under the standard and extended repayment plans. 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 of Phoenix protects students with established loan policies. Exit counseling is conducted online at the U.S. Department of Education National Student Loan Database (NSLDS) website, http://www.nslds.ed.gov/nslds_SA/, within 15 days of completion of a program or withdrawal from the University. Exit counseling generally includes the following:

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

**Perkins Loan Counseling**

The University of Phoenix, 2012-2013

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

The parent or student, signing the Free Application for Federal Student Aid (FAPSA) 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 regulation 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:

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

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 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.

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>
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</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.

Cost of Attendance Policy

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

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

- Living Expense
  - Campus $1,327.00
  - Online $1,088.00

- Electronic Course Material
  - Associates $74.00
  - Undergraduate $75.00
  - Master $76.00
  - Doctoral $87.00

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.

Minnesota Child Care Budget

For students who are receiving the Minnesota Postsecondary Child Care Grant, the University will add actual child care costs to the COA before computing financial need. This amount will be captured in the application process.

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.

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.

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

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

Unofficial Withdrawal

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

A consolidation loan may help make payments more manageable by combining several federal student loans into one loan with one monthly payment.

A student will need to apply for a loan consolidation and choose a repayment plan. Repayment plans include the following: standard, extended, graduated, income-contingent for direct loans, income-sensitive for Federal Family Education Loan (FFEL), or income-based.

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 a the grace period for a federal financial aid loan program might be exhausted in whole or in part. Therefore, before the University will grant an LOA for a student who is receiving federal financial aid, HEA program loan recipient, the student must acknowledge possible consequences for failure to return at the end of an LOA, including the possible exhaustion of all or part of the student's grace period.

Terms and Conditions

Prior Loan Deferments

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

Students receiving federal financial aid funds may also obtain deferments while serving in the Peace Corps; under the Domestic Volunteer Service Act; and as a volunteer for a tax-exempt organization of demonstrated effectiveness in the field on community service.

Borrowers must formally request a deferment through the procedures established by the holder of their loan or loans. Detailed information regarding deferments may be viewed at www.studentaid.ed.gov or www2.ed.gov/offices/OSFAP/DirectLoan/postpone.html.

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

Loan Consolidation

A consolidation loan may help make payments more manageable by combining several federal student loans into one loan with one monthly payment.


Loan Forgiveness Information

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


Application of Funds

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

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

Authorization to Apply Financial Aid Funds

The University 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 (PSA) 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 $20,000 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.

School of Advanced Studies: In order to be in attendance during a week, a student/learner must post at least one (1) message to any of the course forums on two separate days during the online week. Deadlines for attendance are based on Mountain Standard Time. Dissertation courses (i.e. DOC 722, DOC 733, etc) only require one post per week in any of the course forums to remain in attendance. Messages posted in all class forums should contribute to a student’s academic experience and count as Academically Related Activity. Residency courses require daily sign-in to confirm attendance. Posting to the residency forum is not required for attendance. During residency courses, physical attendance, submitting assignments via the Assignments link, and acknowledging participation in the completion of the learning team deliverable all count as Academically Related Activities.

Attendance is mandatory in all University courses; however, circumstances do occasionally arise which prevent a student from attending class. The University’s unexcused absence policy allows unexcused absence(s) to be granted based on the number of workshops within a course (refer to the chart below). An unexcused absence may affect the final course grade due to the missed opportunity to earn participation points.

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

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

For Online/Directed Study Students:
- All OLS Postings in a course (includes discussions, assignments, and quizzes, learning team activities)
- Messages posted in all class forums, physical attendance, quizzes, learning team activities

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

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

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

School of Advanced Study Students:
- 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 Academic Related Activities.

Financial Policies and Procedures

<table>
<thead>
<tr>
<th>Finance Plans</th>
<th></th>
</tr>
</thead>
</table>
| 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 | The Federal Financial Aid Plan is available to students receiving federal grants, federal loans or both to pay for tuition in an eligible degree or a certificate program.
| Military or Government Billing Plan | Under the Military or Government Billing Plan, University of Phoenix directly bills the military or other government agency for a student’s tuition.
| Third-Party Billing Plan | Under the Third-Party Billing Plan, University of Phoenix directly bills an approved employer for a student’s tuition.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Financial Obligation

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

Drop Credit Policy

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

Eligibility Requirements

If the student drops from a course and earns a W grade, the student may be eligible for a tuition credit. In a 12-month period, credit for no more than two single courses for a bachelor or higher degree, or credit for no more than two blocks in an associate degree program may be applied. The 12-month period begins on the end date of the first dropped course for which the student receives a tuition credit. If the student receives a tuition credit, the student must complete at least one course with a grade other than W or WF prior to qualifying for a second tuition credit.

Apollo Group, Inc., employees, spouses, dependents and faculty members are not eligible for the 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.

Students receiving Chapter 30, 32, 33, 35, 1606, and 1607 benefits attending University of Phoenix North Carolina campuses are required to submit a copy of high school transcripts if they are transferring less than 24 credits to University of Phoenix from a previously attended post-secondary institution.

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. An application for DVA education benefits will also be necessary to reestablish benefits with University of Phoenix.

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

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

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

• 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.
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 Council 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](http://www.phoenix.edu/about_us/accreditation.html)

**Private**

**Regional Accreditation**

University of Phoenix is regionally accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (HLC/NCA).

HLC/NCA
230 S. LaSalle Street, Suite 7-500
Chicago IL 60604-1413
Phone: (312) 263-0456 | (800) 621-7440 | Fax: 312-263-7462
[http://www.ncahlc.org](http://www.ncahlc.org)

**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, Associate of Business Administration, Master of Business Administration, Master of Management, and Doctor of Business Administration.

ACBSP
11520 W. 119th St.
Overland Park, KS 66213
Phone: (913) 339-9356
[http://www.acbsp.org](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/](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](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 (TEA)
- Texas Education Agency (UTOE)
- Utah State Office of Education (UTOE)

(Part of the text is not visible due to OCR limitations.

**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).

**Additional Information**

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

To obtain a copy of University accreditation and license documents, or information on how to contact any of the agencies that regulate the University, contact the Apollo Legal Department at 602.557.8119.

**Academic Program and Instructional Facilities**

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

To obtain a copy of University accreditation and license documents, or information on how to contact any of the agencies that regulate the University, contact the Apollo Legal Department at 602.557.8119.

**Academic Program and Instructional Facilities**

1. **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.

2. **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

3. **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.

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

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

Central Administration
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
(800) 366-9699

Online Campus
University of Phoenix
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
866.766.0766

Transfer Center
1625 West Fountainhead Pkwy
Tempe, AZ 85282-2371
800.866.3919
480.446.4600
Fax: 480.303.5832

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

Personnel

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

Credit Transfer

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

Articulation Agreements

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

Corporate Articulations

A list of corporations that University of Phoenix has established articulation agreements can be viewed at http://www.phoenix.edu/admissions/transfer_information/transfer_credit/corporate_articulation.html

Reverse Transfer Agreements

University of Phoenix has established reverse transfer agreements with partnering institutions. With a Reverse Transfer Agreement in place, University of Phoenix will notify the partner transfer institution and provide 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 make available information regarding retention rates of degree- and/or certificate-seeking first-time, full-time (FTFT) undergraduate students entering the institution. Retention rate is a measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For the retention rates, please go to http://www.phoenix.edu/about_us/regulatory/consumer-information/retention-rates.html.

Student Diversity

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

Types of Education Graduates Enroll

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

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

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

Withdrawing From the University
Circumstances may necessitate withdrawal from the University. A student who received, or is eligible to receive federal financial aid funds provided certain criteria are met, and subsequently officially or unofficially withdraws is subject to a Return of Title IV (R2T4) Calculation as required by federal regulations.
Official Withdrawal
Withdrawal Date
Students who provide official notification of their intent to withdraw must complete the Official Withdrawal Rescission form via the University e-Campus website, https://ecampus.phoenix.edu/portal/portal/public/login.aspx, or notify the designated campus offices of Enrollment Services, Academic Services, and Financial Services to be considered official withdrawals. The withdrawal date for official withdrawals is the last date of academic attendance or attendance at an academically related activity determined from University attendance records.

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

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

Unofficial Withdrawal
Withdrawal Date
Students who do not provide official notification 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:

\[
\text{Total Number of Calendar Days Completed in Payment Period} \div \text{Total Number of Calendar Days in Payment Period}
\]

The amount of federal financial aid a student earned is determined on a rate-of-progression basis. For example, if a student completes three out of 12 credit hours in the payment period, the student has earned 25 percent of the payment period 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.

The University will include any federal financial aid credit balance as disbursed aid. Although not included in the R2T4 Calculation, any federal financial aid credit balance from a prior period that remains on a student account when a student withdraws will be included as federal financial aid for purposes of determining the amount of any final federal financial aid credit balance when a student withdraws.
Upon completion of any applicable refund policies, any federal financial aid credit balance will be allocated first to repay any grant overpayment owed by a student as result of the current withdrawal. Within 14 days of the date that the University performs the R2T4 Calculation, the University will pay any remaining federal financial aid credit balance in one or more of the following ways:

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

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

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

The calculation for unearned federal financial aid is as follows:

\[ \text{Total amount disbursed} + \text{amount that could have been disbursed} - \text{amount of federal financial aid earned} = \text{amount of unearned federal financial aid that must be returned} \]

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.
State Refund Policies

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.

Arizona

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

California

If 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.

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 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.

California

If University of Phoenix no longer offers educational services for students in the state of California, prior to a student completing a course of instruction, a partial refund may be available. The student should contact:

Department of Consumer Affairs
1625 North Market Boulevard
Sacramento, CA 95834
(800) 952-5210

Florida

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

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

Georgia

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

- Students have the right to a full refund of all monies paid, including application and materials fees, if they withdraw within three business days after signing the Enrollment Agreement.

Example of a refund on attendance for a 5-week course:
- Attend 1 week 83% refund due
- Attend 4 week 56% refund due
- Attend 5 week 44% refund due
- Attend 6 week no refund due

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

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.

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 30% refund due
- Attend 5 weeks 10% refund due
- Attend 6 weeks no refund due

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

**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 five-day cancellation period after signing the Enrollment Agreement.
- Refunds will be paid no later than 30 days after cancellation.

**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 $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

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.

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, 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
Digital Millennium Copyright Act (DMCA) Policy

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

The Legal Sources for online music and videos is reviewed annually by the Vice President of IT Security; the most recent review was completed in July 2011.

The Recording Industry Association of America (RIAA) provides a list of legal music picture and video sources: http://www.riaa.com/

The Motion Picture Association of America (MPAA) provides a list of legal music sources: http://www.mpaa.org/contentprotection/get-movies-tv-shows

The Legal Sources for online music and videos is reviewed annually by the Vice President of IT Security; the most recent review was completed in July 2011.

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 the Federal District Court for the judicial district in which you reside, or for any address outside the United States, for any judicial district, in which the service provider may be found and that you will accept service of process from the person who provided notification to the University of the alleged infringement or an agent of such person.
- Provide the following statement: "I swear, under penalty of perjury, that I have a good faith belief that the material identified above was removed or disabled as a result of a mistake or misidentification of the material to be removed or disabled."
- The notice must be signed.

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

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

Campus Safety Policies

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

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

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

Campus Crime Statistics

Crimes Reported for All Campuses

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

Specific campus location statistics are available electronically at http://www.universityofphoenix.com/about_us/campus_crime_statistics.aspx or by requesting a printed copy from your local campus security authority. University of Phoenix expressly reserves the right to modify or to adopt additional campus policies and procedures relating to campus safety, at anytime without notice.

Statement of Policy On Sex Offender Registration

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

To learn the identity of registered sex offenders on or near a campus, or anywhere in the United States, visit the Sex Offender databases at http://www.sedoffender.com or http://nsoopr.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 at http://www.phoenix.edu/about_us/campus_safety/campus_safety_policies.html, or by requesting a printed copy from your local campus.

Campus Security Authority Contact List

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

Drug and Alcohol Abuse Prevention Program

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

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

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

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

**Pell Grant**

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

**Federal Financial Aid Penalties for Drug Violations**

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

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

Failure to answer the question automatically disqualifies students from receiving federal financial aid. Answering this question falsely could result in fines up to $20,000, imprisonment or both.

More information about federal penalties and sanctions is located at www.usdoj.gov/dea/agency/penalties.htm

**Penalties for Drug Convictions:**

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

**Possession of Illegal Drugs:**

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

**Sale of Illegal Drugs:**

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

**How to Regain Eligibility**

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

A student can regain eligibility for federal student aid funds the day after the period of ineligibility ends or upon successful completion of a qualified drug rehabilitation program that must

- Include at least two unannounced drug tests;
- Have received or be qualified to receive funds directly or indirectly under a federal, state, or local government program.

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

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

**Convictions During Enrollment**

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

**Institutional Sanctions for Alcohol and Drug Violations**

Any member of the University community found consuming or selling alcohol or drugs on University property shall be subject to discipline on a case-by-case basis.

- Discipline will be based on the seriousness of the situation.
- A case may result in dismissal from the University.
- In all cases, the University will abide by local, state and federal sanctions regarding unlawful possession of drugs and the consumption of alcohol.
- Additional state penalties and sanctions may also apply.
- The University has adopted a zero tolerance policy regarding underage drinking.

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

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

University of Phoenix Supplemental Standards for Candidates in the College of Nursing

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

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

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

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

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

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

Procedure for Processing Referral Forms

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

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

A. One Referral

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

B. Two or More Referrals

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

C. Candidate Retention Committee

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

University of Phoenix Supplemental Standards for Candidates in 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 fails short of meeting any of the above Supplemental Standards, they may file a “Referral Form” with the Campus College Chair, Campus Director of Academic Affairs, or designee. Any candidate who receives one or more referral(s) shall be counseled, remediated, or withdrawn from their program, as appropriate.
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 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.

Policy on Nursing Ethics and Professional Competence
The University of Phoenix Policy on Nursing Ethics and Professional Competence is defined as compliance with the following nursing guidelines:
University of Phoenix Professional Nursing Responsibilities.
American Nurses Association Code for Nurses.
The policy sets forth expectations and regulations for professional and ethical conduct by students enrolled in the Bachelor of Science in Nursing and Master of Science in Nursing degree programs. The policy states that all forms of unethical behavior or professional incompetence are to be reported and reviewed. Reported violations will be addressed through a formal process to the Campus Ethics Committee.
Expectations for conduct and the standards are discussed in the beginning classes for either the baccalaureate or graduate degree programs. Content supporting this information is provided to students in their program handbooks.

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.
5. 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, either on or off-campus, that is determined to impair, interfere, or obstruct the opportunities of others to learn or that disrupts the mission, processes, or orderly functions of the University will be deemed misconduct and shall be subject to appropriate disciplinary action.

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

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

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

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:

- 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.

Self-plagiarism, double dipping, or dovetailing - Submission of work that has been previously prepared and turned in without proper citation of the previous work. The use of one's previous work in an assignment requires prior approval from the current faculty member and citation of the previous work.

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.

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

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

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

Any unauthorized distribution of copyrighted material, including peer-to-peer file sharing, including illegal downloading or unauthorized distribution of copyrighted materials using the University information technology system may subject a student to civil and criminal liabilities. Refer to: http://www.copyright.gov/title17/92chap5.pdf for information on federal copyright infringement and remedies.

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

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

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

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

A. Alleged Violations:

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

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

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

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

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

B. Investigation:

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

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

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

C. Notification:

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

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

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

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

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

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

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

E. Committees:

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

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

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

F. Committee Process:

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

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

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

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

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

G. Decision:

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

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

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

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

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

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

H. Sanctions:

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

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

I. Appeals:

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

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

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

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/departments 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.
- Allegations concerning all other forms of discrimination: Campus Director of Academic Affairs, Campus Director of Operations, Campus Director of Student Services, or their respective designee. See Nondiscrimination Policy and Harassment Policy in Academic Catalog.
- Student Code of Conduct Violations, other than sex discrimination and sexual harassment: Registrar. See Student Code of Conduct section in Academic Catalog.
- General Student Grievances (other than sex discrimination and sexual harassment): Office of Dispute Management. See General Student Grievances section in Academic Catalog.
- Student Grievances relating to financial aid, account balances, or collections: Campus Management. See General Student Grievances section in Academic Catalog.
- Academic Issues: Student Appeals Center in ODM. See Student Appeals Center Section in Academic Catalog.
- Grade Disputes: Director of Academic Affairs or designee. See Grade Disputes section in Academic Catalog.

Step Two: Mediation

If a 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 requiring that 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.
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). Students will not be granted unconditional admission using copies of international credentials until verification of the credentials or an original international academic record is received. Qualified degree-seeking students in the business, human services, management, education, counseling, computer information systems, psychology or nursing programs may attend a maximum of four courses under registered status. The University makes no guarantees of a favorable admission to students enrolled in course work under registered with international credentials status.
Orientation Pending (OP) Status
Undergraduate degree applicants with less than 24 credits of previous college credit/experience as listed on their 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

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

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

Academic Disqualification

Academic Disqualification results when students on academic probation fail to achieve the minimum grade point average at the conclusion of the probationary period of four (4) consecutive courses. Students who have been Academically Disqualified will be administratively withdrawn from the university and are not eligible for readmission until the lapse of six months from the date of disqualification. The date of disqualification will be the course end date of the final course completed within the AF 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 AACR & AAPF). In graduate programs, the four course sequence excludes any undergraduate prerequisite courses. Financial Aid and VA students will continue to receive funds during the probationary period.

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

Student Falsification of Information
All students applying for admission to the University have the responsibility to submit a complete and accurate application package including all academic and professional credentials required. Submitting incomplete, false, or misleading information may be grounds for dismissal at any time.
General Student Grievances
The University has a responsibility to protect the rights of students and ensure compliance with its nondiscrimination policy by providing a process for those who desire to file a grievance against the University, including any claim of discrimination. Students who are alleging discrimination or harassment, please refer to the Nondiscrimination Policy section or Harassment Policy sections of this catalog.

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

Student Appeals Center (SAC)
The Student Appeals Center (SAC) is an avenue by which students may request exceptions to academic policy via an appeal. Upon receipt, a SAC appeal is routed to the appropriate decision maker; these individuals have the authority to make exceptions to University policy based upon a student’s individual circumstances. Decisions are based upon maintaining the academic integrity of the institution. It is incumbent upon the student to provide their Academic Representative with an appeal letter and all relevant documents and statements of support. The Academic Representative will submit all of this information to SAC electronically.

State Boards
The University of Phoenix is regulated by a large number of state regulatory bodies across the country. The following is a list of those regulatory bodies, with contact information.

- In Alabama, the student may contact the Alabama Department of Postsecondary Education, PO Box 302130, Montgomery, AL 36130-2130; telephone (334) 242-2959.
- In Arizona, the student may contact the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Room 260, Phoenix, AZ 85007; telephone (602) 542-2399, website: www.azppsre.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 Regents, P.O. Box 3677, Baton Rouge, LA 70821; telephone (225) 342-4253.
- In Maine, the student may contact the Maine State Board of Education (MSBE), 23 State House Station, Augusta, ME 04333-0023; telephone (207) 624-6616.
- In Maryland, the student may contact the Maryland Higher Education Commission, 839 Bestgate Road, Suite 400, Annapolis, MD 21401-3013; telephone (800) 974-0203.
- In Massachusetts, the student may contact the Massachusetts Board of Higher Education, One Asburton 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 Missouri, the student may contact the State of Missouri Coordinating Board for Higher Education, 205 Jefferson Street, Jefferson City, MO 65101; telephone (573) 751-2361.
- In Nebraska, the student may contact the 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) 962-4538.
• 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 2022 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

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<td>C+</td>
<td>2.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<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></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>= Withdrawal</td>
<td>W/F</td>
<td>= Withdrawal failing</td>
</tr>
<tr>
<td>P</td>
<td>= Passing</td>
<td>AU</td>
<td>= Audit</td>
</tr>
<tr>
<td>QC</td>
<td>= No grade awarded</td>
<td>NC</td>
<td>= No credit</td>
</tr>
<tr>
<td>WC</td>
<td>= Waived with credit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Note: D- is the minimum passing grade for a University course; however, some University programs and courses require higher minimum grades (College of Arts and Sciences, Education, Nursing, Counseling). Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points as the grade is considered a failing grade.

A = Outstanding achievement. Student demonstrates intellectual initiative in accomplishing course goals and objectives through high level of originality and creativity.
B = Very good work. Student performance meets designated course goals and objectives by demonstrating understanding of the course materials at an acceptable level.
C = Average work. Student performance demonstrates average comprehension and satisfactory achievement of the course goals and objectives.
D = Unacceptable work. Student performance demonstrates minimum acceptable performance in accomplishing course goals and objectives.
F = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives.

* = 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 ‘T’ 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.
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 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 student web site at https://ecampus.phoenix.edu. If for some reason the link does not appear, students may contact 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.

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 any time 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.

*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.

University of Phoenix, 2012-2013
ACADEMIC POLICIES
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.)

Per the Massachusetts Board of Higher Education, Online students are restricted from participating in commencement ceremonies held in Massachusetts.

Per the Puerto Rico Council on Higher Education, students enrolled in programs that are not approved for enrollment at the Puerto Rico campus are restricted from participating in commencement ceremonies held in Puerto Rico.

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, are used in the curriculum development process, as well as in the creation of faculty development tools. Data gathered from the continuous evaluation of institutional processes and systems are used to streamline processes and to make administrative support systems more user-friendly, continuously building on the analysis of information gathered.

Academic Quality Improvement and Outcomes Assessment

Academic quality improvement is an integral part of the organizational culture at University of Phoenix. The University’s Academic Quality Management System (AQMS) is the mechanism used to ensure that the institution is meeting its mission and purposes through continuous assessments based on a comprehensive array of quality control and assurance instruments. One major component of this system is the assessment of student learning.

Assessment of Student Learning

The University’s search for the best ways to assessment student learning and the use of the resulting evidence to guide continuous quality improvement, led to the adoptions of an academic assessment process. The process is comprised of four ongoing and iterative steps. These include:

- Prepare annual assessment plan for academic programs
- Collect and analyze student learning data
- Implement improvements based on assessment results
- Monitor effectiveness of implemented improvements

The academic assessment process provides the means for governing and monitoring the educational experience of our students, and gathering evidence of student learning. The University’s academic assessment process includes an ongoing combination of cognitive measures, such as course embedded assignments, portfolios, and exams, and affective measures that gather information from students, alumni, and employers. The instruments and measures are designed to provide reliable evidence to support continuous improvement of academic programs.

Assessment of Students Educational Experiences and Institutional Processes

Another major component of the AQMS is the assessment of students’ educational experiences and institutional processes. A cadre of instruments and measures are used to monitor the day-to-day educational systems involving student, faculty, curricular, and administrative services.

By performing interim program diagnoses, evaluating faculty adherence to program standards and practices, and making small-scale resource decisions, information from the AQMS is used formatively for assessing quality and compliance.

AQMS Measures and Instruments

Beginning of Program Survey (BOPS)

During the registration process, students are asked to provide basic background information about themselves on the BOPS. Much of the information from the BOPS is used for analyzing outreach trends and for regulatory reporting. However, the BOPS also contributes to assessment in two important ways. First, it is used to obtain basic demographic information about students: age, gender, race/ethnicity, work experience, occupation, and income. Second, students are asked to provide information about their goals in attending the University by identifying their major academic and professional objectives.

Faculty Grading Practices

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

End-of-Program Survey

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

Longitudinal Research

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

Additional Research Support

Special studies can be conducted on academic policy, program and organizational effectiveness, and marketing issues necessary to support institutional decision-making. Research support may take several forms, including: a) assistance in reviewing and evaluating externally conducted research, b) assistance with project planning and management for internally based research projects, c) assistance with interpretation of secondary databases, d) analysis and reporting on information contained in various institutional databases, and e) information for campus needs (e.g., marketing based on geographical analysis, etc).
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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 whose admission file documents are required in order to begin a program of study. Students must submit their 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 from their 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 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 Barthélemy, 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.

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.
  -or-
  - Achieved a minimum 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.

- 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.
- The applicant has completed four years of active duty service in a branch of the United States military or the United States Coast Guard as verified by appropriate paperwork.
- Applicants (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.
- 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 indicated on the admissions application, are required to complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).

Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

• Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.
• Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

Students attending a local campus in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to University Services.

• Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full-time students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR immunization requirement may be granted for the following reasons:

• A medical exemption may be granted to specific vaccines.
  • A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student’s life or health, and specify the reason based on valid medical contraindications.
  • The physician must state the length of time during which the vaccine would endanger the student’s health or life.
  • The exemption certification must be signed by the physician on the physician’s printed stationery.
• A religious exemption may be granted if the student signs a statement certifying that the student’s religious beliefs prohibit the practice of immunization.
• If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
• A copy of each exemption must be kept in the student’s health record at school.
The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

- The student was born before January 1, 1957 (applicable to MMR vaccine only).
- The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only).
- The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
- The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
- The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
- The student has submitted a statement that immunization is contrary to his/her religious beliefs.
- The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

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.
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

Optional Course for the First-Year Sequence:

HUM 186 ........................................................................ 3 credits
Media Influences on American Culture

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

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.
First-Year Sequence - Online Associate Programs

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 AA/AAG) who have less 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.

Block 1

US 101 ................................................................. 3 credits  
Introduction to University Studies  
SCI 162 .............................................................. 3 credits  
Principles of Health and Wellness  

Block 2

FP 101........................................................................ 3 credits  
Foundations of Personal Finance  
COM 155 ............................................................. 3 credits  
University Composition and Communication I

Block 3

COM 156~ .......................................................... 3 credits  
University Composition and Communication II

Block 4

PSY 201................................................................. 3 credits  
Foundations of Psychology  
HUM 111~ ........................................................... 3 credits  
Critical and Creative Thinking  
Optimal Course for the First-Year Sequence:  
HUM 176.............................................................. 3 credits  
Media and American Culture

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 for Online Associates

US 101........................................................................ 3 credits  
Introduction to University Studies

The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

SCI 162........................................................................ 3 credits  
Principles of Health and Wellness

This course reinforces the concept that learning effectively and living well involves both the mind and body. It presents the fundamentals of wellness and preventive health including strategic planning to attain and maintain personal optimal health. In addition, physical and mental diseases are discussed along with the dangers of environmental pollution, stress, addiction, and other negative factors that can affect personal health.

FP 101........................................................................ 3 credits  
Foundations 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 155 ................................................................. 3 credits  
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 156 ................................................................. 3 credits  
University Composition and Communication II

This course builds upon the foundations established in COM 155. 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 201................................................................. 3 credits  
Foundations 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 111~ ........................................................... 3 credits  
Critical and Creative Thinking

This course focuses on developing the critical and creative thinking skills necessary to analyze and solve problems, make decisions, implement strategies, and formulate well supported points of view on key academic, social, and professional issues. The principles of creative thinking are essential to critical thinking skills. Students will learn how to evaluate their ideas and how to communicate their points of view persuasively.

HUM 176.............................................................. 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, BLS, 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. All undergraduate students must fulfill the Spanish prerequisite prior to enrolling in any course that requires Spanish as a prerequisite. The Spanish prerequisite may be fulfilled in one of the following ways:

- Successful completion of COMM P215 with a passing grade.
- Achieve a passing score on the Spanish CLEP, AP, Berlitz, or DLPT exam.
- Transfer credit may be used by students who have achieved a “C-” or better in a comparable course at a regionally or approved nationally accredited institution.

**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.

In accord with the General Education requirements, Nevada students must take six units of social science credits. However, three of those units maybe HIS 311 Nevada and the U.S. Constitutions which is required for Nevada students

**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.

**Spanish**, credit requirements vary by program
Course work in Spanish primarily focuses on the development and application of writing, speaking, group process, and interpersonal communication skills in Spanish. This is a requirement of the Puerto Rico Council on Higher Education.

**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 geophysics or aerospace studies which emphasize the earth’s physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes.

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

**Additional Liberal Arts**, credit requirements vary by program
Students will pursue more depth in the liberal arts by selecting two different courses in any of the liberal arts categories listed above.

**Interdisciplinary Component**

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

Professional Development, 3 credits

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

Integrating Component

Integrating, 3 credits

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

BUS 475, The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery. In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix’s includes courses that integrate general education principles. The University of Phoenix’s educational philosophy is based on the integration of theory and practice. Within that philosophical framework, a number of the courses required for the professional programs have a strong general education component.

Prior Learning Assessment

Prior Learning Assessment is a process that may save students time and money in completing a degree program. The Prior Learning Assessment process determines if learning received outside of the traditional university classroom is 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.

Notwithstanding the above, Maryland residents may not earn more than 30 credits from any combination of experiential learning, national testing, credit by exam, and professional course work and training.

Notwithstanding the above, Washington students may not earn more than 30 semester credits for a bachelor’s degree and 15 credits for an associate’s degree from any combination of experiential learning, national testing, credit by exam, and professional course work and training.

Faculty Assessment Evaluations

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

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

Prior Learning Assessment Submission and Posting & Fees

Charges arising out of services and the posting of credit awarded for prior learning are separate and apart from tuition and curriculum fees. When materials are complete, they are sent to Prior Learning Assessment in Phoenix and a non-refundable application fee is required and collected. The evaluation and posting fees apply to credit awarded through Prior Learning Assessment. Student portfolios are subject to fees related to evaluation and assessment of all portfolio inclusions. The fees may vary depending upon number of items reviewed. Fee structure and information may be viewed at: http://www.phoenix.edu/admissions/prior_learning_assessment_center/prior_learning_assessment_center.aspx.
Transcription of Prior Learning Assessment Credits

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

Privacy of Portfolio

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

Standardized Credit Recommendations

Credits awarded through the assessment process are applicable to University of Phoenix degrees, and may be transferable subject to the receiving institution’s discretion. Credit awards are applied to Associate or Bachelor elective or general education areas within degree programs. Student degree program admission is required (all other transfer credit applied in the program) prior to portfolio submission.

Estimated Program Length

To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
COLLEGES OF ARTS AND SCIENCES

Arts and Sciences is responsible for developing and offering liberal arts degree programs as well as general education courses which support the University’s undergraduate degree programs. General education course work seeks to broaden students’ outlook and to establish a strong foundation for lifelong learning. Program requirements are designed to assist students in developing communications and problem solving skills needed for professional growth, and to strengthen students’ appreciation of the larger social, political, scientific, and aesthetic culture.

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

There are three colleges in Arts and Sciences, the College of Natural Sciences, College of Humanities, and the College of Social Sciences. Arts and Sciences faculty hold graduate degrees and have completed substantial graduate level study appropriate to the academic field in which they are teaching. In addition, many Arts and Sciences faculty members have extensive practical experience in relevant professions.

COLLEGE OF HUMANITIES

The College of Humanities 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.

**Associate of Arts Degree Through Credit Recognition**

The following Associate of Arts Degree Through Credit Recognition (AACR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 University of Phoenix acknowledges that many service members have already achieved an education equivalent to an associate degree through college course work, military training and experience, and national testing programs. The University of Phoenix Associate of Arts Degree through Credit Recognition allows service members to fulfill their degree requirements by recognizing approved college level learning to award an Associate of Arts degree no matter where service members are located throughout the world.

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.

The Associate of Arts degree includes the option of a professional focus. The University does not certify students in their professional focus but acknowledges their qualifications by recognizing their American Council on Education (ACE) certified training received through the Armed Forces. Students need a minimum of 15 semester hours in a related field to qualify for one of the professional focuses listed below. The focus will be printed on the student’s official University of Phoenix transcript.

- Aerospace Physiology Technology
- Allied Health Management
- Allied Health Sciences
- Aviation Technology
- Biomedical Technology
- Business Administration
- Cardiopulmonary Technology
- Computer Science Technology
- Criminal Justice
- Dental Laboratory Technology
- Electronics Technology
- Health Care Technology
- Histologic Technology
- Marine Engineering
- Marine Environmental Science
- Medical Laboratory Technology
- Nuclear Medicine Technology
- Nuclear Technology
- Occupational/Environment Health
- Operating Room Technology
- Pharmacy Technology
- Physical Therapy
• Radiologic Technology
• Respiratory Therapy
• Technical Management
• Technical Studies
• Technology Instruction
• Urological Laboratory Technology

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.**

Additional Admission Requirements for The Associate of Arts/Credit Recognition

• 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.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Applicants for admission must be active duty military, retired military, veterans, spouses of active duty military personnel, full or part-time Reservists, National Guard and Coast Guard members, and Department of Defense employees.

General Education Requirements for the AACR

All students must complete 60 general education credits from the following areas:
Communication Arts, 6 credits (3 credits must be in English Composition)
Humanities, 6 credits
Mathematics, 6 credits
Social Sciences, 6 credits
Fine Arts, 6 credits
Science/Technology, 6 credits
Additional Liberal Arts, 6 credits
Interdisciplinary Component, 21 credits
COMM 299, 3 credits- The COMM 299 Written Communication for AACR is a required course taken at the University of Phoenix and receives three (3) Communication Arts credits. This course is designed for you to analyze your learning experiences and to communicate them effectively. You must receive a grade of “C” or better.

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

AA Through Credit Recognition Degree Requirements

Students are required to have a minimum of 60 credits to complete the Associate of Arts Degree through Credit Recognition. Students are required to have a 2.0 minimum cumulative Grade Point Average (GPA) in all course work completed at the University of Phoenix. Acceptance of course work from regionally accredited colleges and universities and nationally accredited associates degree granting institutions will be based upon prevailing University of Phoenix transfer credit policies. All credits accepted in transfer to the University (grades of “C-” or better) that are applicable to the professional focus area will be posted on the University of Phoenix transcript. This may include transfer credits earned in excess of the minimum 60 credits required for graduation.

Degree Completion Options for the AACR

Students, who fall short of the 60 credits necessary to complete their degree, will have various degree completion options:
Credits may be earned from:
• University of Phoenix
• Prior Learning Assessment, including:
  • Licenses and foreign language evaluations
  • Professional training and course work, including certificates
• Course work from regionally accredited or candidate for accreditation colleges and universities
• Passing scores for national testing programs such as CLEP, DANTES and Excelsior
• American Council on Education recognized military training and experience in the Armed Services

Academic Progression Requirements for the AACR

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.

**The Associate of Arts through Credit Recognition Degree Completion Deadline**

The application is valid for two years. During this time students can update their records by submitting additional documentation. If a student has not completed the required credits during this time frame, the University will close the file. Further activity will require a new application and fees.

**Issuance of Diplomas**

Students will receive a diploma and an official University of Phoenix transcript when they have satisfied all the degree requirements. Diplomas require approximately two weeks to process.

For more information call (800) 800-7006.

**Course Descriptions for the AACR**

**COMM 299** ................................................................. 3 credits

**Written Communication for AACR**

This course assists students in analyzing their experiences and communicating the experiences effectively. Further, the course focuses on core academic skills necessary for writing effective college-level essays and covers writing strategies, paragraph use and structure, and sentence construction. This course also covers the application of peer-review, collaborative, and error analysis strategies for developing more effective communication.

**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.

**Associate of Arts - Professional Focus**

The following Associate of Arts - Professional Focus (AA/PF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 University of Phoenix Associate of Arts in Professional Focus acknowledges college level coursework, military training, and national testing to partially fulfill the requirements of the degree. The Associate of Arts degree includes a professional focus recognized by the American Council on Education (ACE) as equivalent college content, to fulfill a 15 credit professional focus in the degree.

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.**
Additional Admission Requirements for the AA/PF

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.

• South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript may be submitted in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.

• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, (includes Online students and any cross-border locations) must provide the university with an official a copy of High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• Applicants for admission must be active duty military, retired military, veterans, spouses of active duty military personnel, full or part-time Reservists, National Guard members, Coast Guard members, or Department of Defense employees.

Degree and General Education Requirements for the AA/PF

Completion of a minimum of 60 credits that include the following distribution:

Communication Arts, 6 credits
(A Track must include COMM 215, equivalent or higher)
(B Track must include COMM 170 and COM 172)
Puerto Rico students may not use conversational English to satisfy Communication Arts.

Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus.

Mathematics, 6 credits
Must include MTH 209, equivalent or higher
Science/Technology, 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

Humanities, 6 credits
(B Track must include: HUM 114)

Social Science, 6 credits
(B Track must include: PSY 211)

Additional Liberal Arts, 9 credits
(A Track must include GEN 200)
(B Track must include GEN 195)

Puerto Rico students must complete 6 credits of Spanish. Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish 1 or higher will satisfy the Spanish requirement.

Elective, 6 credits
(B Track must include: FP 120)

Professional Focus/Interdisciplinary, 15 credits
The 15 credit Professional Focus requirement will be fulfilled through selected transfer credits, including ACE recognized credit earned from military specialty training, technical schools, MOS’s, Navy ratings, NEC’s, and law enforcement training.

• A minimum grade point average (GPA) of 2.0.
• Students must complete the AA/PF degree within 5 years.
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the professional focus. The professional focus will be reflected on the transcript only.
Degree and General Education Requirements for the AA/PF for Arkansas Students

Completion of a minimum of 60 credits that include the following distribution:

- Communication Arts, 6 credits
  (A Track must include COMM 215, equivalent or higher)
  (B Track must include COMM 170 and COMM 172)
- Mathematics, 6 credits
  Must include MTH 220
- Science/Technology, 9 credits
  (B Track must include: SCI 163)
- Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.
- Humanities, 9 credits
  (B Track must include: HUM 114)
- Social Science, 9 credits
  (B Track must include: PSY 211)
- Must include HIS 145 and POL 215 or equivalent transfer coursework with US History or Government content.
- Additional Liberal Arts, 3 credits
  (A Track must include GEN 200)
  (B Track must include GEN 195)
- Elective, 6 credits
  (B Track must include: FP 120)

Professional Focus/Interdisciplinary, 15 credits

The 15 credit Professional Focus requirement will be fulfilled through selected transfer credits, including ACE recognized credit earned from military specialty training, technical schools, MOS’s, Navy ratings, NEC’s, and law enforcement training.

- 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.
- A minimum grade point average (GPA) of 2.0.
- Students must complete the AAPPF degree within 5 years.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the professional focus. The professional focus will be reflected on the transcript only.

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

Academic Progression Requirements for the AA/PF

- 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.

Professional Focus for the AA/PF

- The AA/PF program offers a Professional Focus. The University does not certify students in their Professional Focus but acknowledges their qualifications by recognizing their regionally or approved nationally accredited transferable coursework, ACE certified training received through the United States Armed Forces or law enforcement training. University of Phoenix coursework may also be recognized to fulfill professional focus credits.
- The student may request a dual focus on their enrollment agreement. Each professional focus must be adequately demonstrated.
- A minimum of 15 credits are required for each Professional Focus chosen.
- The student may amend their Professional Focus by submitting a signed request to the Military Division prior to graduation.
Residency Requirements and Course Waivers for the AA/PF

- Students must meet the established University residency requirement for degree conferral. The University requires that 15 credits must be completed at University of Phoenix.
- Students may transfer a maximum of 45 credits, which may be earned by combining the areas below, but credit cannot exceed the maximum number of credits in any one area:
  - 30 credit limit on experiential learning
  - 30 credit limit on national testing (including CLEP, Excelsior, Berlitz, NLN, AP, DANTES, and DLPT)
  - 30 credit limit on professional training credit

The following course may not be waived: GEN 200.

Course Descriptions for the AA/PF

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.

MTH 209................................................................. 3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 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.

CHM 110 ................................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101................................................................. 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principal laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.
**Associate of Arts/Concentration in General Studies**

The following Associate of Arts/Concentration in General Studies (AAGS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts degree in General Studies provides a solid foundation in liberal arts and sciences based on a survey of mathematics, physical and life sciences, humanities, social science and technology. Students will apply effective communication skills, as directed, for informal, formal, and quantitative tasks and will be conversant with the values and terminology of a variety of academic disciplines. They will be able to access information resources, evaluate them for credibility and relevance, and use the sources to present a wide range of alternatives.

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/aags.

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.**

General Education Requirements for the AAGS

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 27 credits
(B Track must include: FP 101)

Concentration 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Additional Admission Requirements for AAGS

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the AAGS

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum program grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAGS

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
Course Descriptions for the AAGS

COM 150 ................................................................. 3 credits
**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication.

Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................. 3 credits
**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits
**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits
**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media including television, Internet, and print to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................. 3 credits
**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
Associate of Arts/Emphasis in General Studies**
(Maryland-Online)

The following Associate of Arts/Emphasis in General Studies (AAGS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts degree in General Studies provides a solid foundation in liberal arts and sciences based on a survey of mathematics, physical and life sciences, humanities, social science and technology. Students will apply effective communication skills, as directed, for informal, formal, and quantitative tasks and will be conversant with the values and terminology of a variety of academic disciplines. They will be able to access information resources, evaluate them for credibility and relevance, and use the sources to present a wide range of alternatives.

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/aags.

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.

General Education Requirements for the AAGS

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 27 credits
(B Track must include: FP 101)

Emphasis 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Additional Admission Requirements for AAGS

- Applicants must be at least 16 years of age at the time of application.
- 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 AAGS

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum program grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAGS

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

• 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 General Education or Elective requirements.

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

• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AAGS
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).

• 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 AAGS

COM 150 ..................................................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ...................................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ...................................................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ...................................................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ..................................................................................3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
**Associate of Arts/Concentration in General Studies**
(Minnesota/Arkansas)

The following Associate of Arts/Concentration in General Studies (AAGS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts degree in General Studies provides a solid foundation in liberal arts and sciences based on a survey of mathematics, physical and life sciences, humanities, social science and technology. Students will apply effective communication skills, as directed, for informal, formal, and quantitative tasks and will be conversant with the values and terminology of a variety of academic disciplines. They will be able to access information resources, evaluate them for credibility and relevance, and use the sources to present a wide range of alternatives.

For students residing in Arkansas: 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/aags-ar.

For students residing in Minnesota: For more information about the program and other important information, please visit our website at http://www.phoenix.edu/programs/aags-mn.

**Note:** Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.

**General Education Requirements for the AAGS for Arkansas Students**

- **Communication Arts Requirement 6 credits**
  (A Track must include: COM 150 and COM 220)
  (B Track must include: COM 155 and COM 156)
- **Mathematics Requirement 6 credits**
  Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
  Must include: MAT 219 and MAT 220
- **Science & Technology Requirement 9 credits**
  (B Track must include: SCI 162)
  Must include: BIO 100 and CHM 109
  The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
- **Social Science Requirement 9 credits**
  (A Track must include: ETH 125)
  (B Track must include: PSY 201 and ETH 125)
  Must include: HIS 135
  HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.
- **Humanities Requirement 9 credits**
  (A Track must include: CRT 205)
  (B Track must include: HUM 111)

**Additional Liberal Arts Requirement 6 credits**
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

**Concentration 15 credits**

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**General Education Requirements for the AAGS for Minnesota Students**

- **Communication Arts Requirement 6 credits**
  (A Track must include: COM 150 and COM 220)
  (B Track must include: COM 155 and COM 156)
- **Mathematics Requirement 6 credits**
  Science & Technology Requirement 9 credits
  (B Track must include: SCI 162)
- **Social Science Requirement 9 credits**
  (A Track must include: ETH 125)
  (B Track must include: PSY 201 and ETH 125)
- **Humanities Requirement 9 credits**
  (A Track must include: CRT 205)
  (B Track must include: HUM 111)
- **Additional Liberal Arts Requirement 6 credits**
  (A Track must include: GEN 105)
  (B Track must include: US 101 and FP 101)
- **Interdisciplinary Requirement 15 credits**
  Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**Additional Admission Requirements for AAGS**

- Applicants must be at least 16 years of age at the time of application.
- High school graduation from an institution that holds state approval to confer high school diplomas or is 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 AAGS**
The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

**Academic Progression Requirements for the AAGS**
- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Residency Requirements for the AAGS**
Students must meet the established University residency requirement for degree conferment. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAGS**

**Effective Essay Writing**
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**Research Writing**
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety. MAT 219 is a prerequisite for this course.

**Introduction to College Algebra**
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

**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.
BIO 100 ................................................................. 4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 .............................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ............................................................... 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ............................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

XCOM 225 .......................................................... 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ............................................................. 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The Associate of Arts/Concentration in Communications
The following Associate of Arts/Concentration in Communications (AACOM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving communication strategies, an extensive review of information sources, and news presentation for print, web, and broadcast delivery. Students review and assess pivotal influences on the development of mass media and speculate upon their future evolution. 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/aacom.

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

Concentration in Communications - Track A and B
XCOM 100 ~ .......................................................... 3 credits
Introduction to Communications
XCOM 200 ~ .......................................................... 3 credits
Fundamentals of Interpersonal Communication
XCOM 225 ~ .......................................................... 3 credits
Mass Communication
IT 235 ~ ............................................................ 3 credits
Image Editing and Implementation
CMC 260 ~ .......................................................... 3 credits
Communication Variety: The Spice of Life
CMI 240 ~ ........................................................... 3 credits
Information Strategies: Putting 2 & 2 Together

The University reserves the right to modify the required course of study.
Additional Admission Requirements for AACOM

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AACOM

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)
Concentration 18 credits
Credents applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education totals.

Degree Requirements for AACOM

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.

The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AACOM

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.
Residency Requirements for the AACOM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AACOM

XCOM 100 ................................................................. 3 credits
Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

XCOM 200 ................................................................. 3 credits
Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

XCOM 225 ................................................................. 3 credits
Foundations of Mass Communications

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

IT 235 ................................................................. 3 credits
Image Editing and Implementation

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

CMC 260 ................................................................. 3 credits
Communication Variety: The Spice of Life

The field of communications underlies virtually every aspect of today’s increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations—often tacit—about how communication should occur; whereby problems—often misunderstood—about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.

CMC 240 ................................................................. 3 credits
Information Strategies: Putting 2 and 2 Together

This course addresses effective communication strategies via the gathering, analysis, evaluation, and synthesis that comprise information literacy as a standard of modern problem solving. Students recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. Furthermore, they perform these tasks with a regard for social responsibility and professional ethics.

COM 150 ................................................................. 3 credits
Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................. 3 credits
Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits
Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits
Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 ............................................................................................... 3 credits
**Skills for Learning in an Information Age**
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Communications (Maryland-Online)**

The following Associate of Arts/Emphasis in Communications (AACOM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts Degree in Communications focuses on the growth and convergence of major venues of telecommunications, the role of media in a democratic society, and standards of social responsibility within the culture of journalism. Courses include win-win communication processes, problem-solving information strategies, an extensive review of information sources, and news presentation for print, web, and broadcast delivery. Students review and assess pivotal influences on the development of mass media and speculate upon their future evolution.

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/aacom.

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

**Emphasis in Communications - Track A and B**

XCOM 100 ~ ................................................................................. 3 credits
**Introduction to Communications**

XCOM 200 ~ ................................................................................. 3 credits
**Fundamentals of Interpersonal Communication**

XCOM 225 ~ ................................................................................. 3 credits
**Mass Communication**

IT 235 ~ ...................................................................................... 3 credits
**Image Editing and Implementation**

CMC 260 ~ .................................................................................. 3 credits
**Communication Variety: The Spice of Life**

CMC 240 ~ .................................................................................. 3 credits
**Information Strategies: Putting 2 & 2 Together**

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

**Additional Admission Requirements for AACOM**

- Applicants must be at least 16 years of age at the time of application.
- 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 AACOM**

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Emphasis 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**Degree Requirements for AACOM**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance.
- Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.
Academic Progression Requirements for the AACOM

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AACOM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AACOM

XCOM 100 ............................................................................... 3 credits

Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organizational, intercultural, and rhetoric.

XCOM 200 ............................................................................... 3 credits

Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

XCOM 225 ............................................................................... 3 credits

Foundations of Mass Communications

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

IT 235 .................................................................................. 3 credits

Image Editing and Implementation

Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

CMC 260 ............................................................................... 3 credits

Communication Variety: The Spice of Life

The field of communications underlies virtually every aspect of today’s increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations—often tacit—about how communication should occur, and problems—often misunderstood—about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.
CMC 240 ................................................................. 3 credits

Information Strategies: Putting 2 and 2 Together
This course addresses effective communication strategies via the gathering, analysis, evaluation, and synthesis that comprise information literacy as a standard of modern problem solving. Students recognize the need for information, formulate meaningful questions to guide their search, access what is cogent, interpret bias, and integrate material for a compelling presentation. Furthermore, they perform these tasks with a regard for social responsibility and professional ethics.

COM 150 ................................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb, and prounoun-antecedent agreement, and prounoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................................... 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................................... 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
General Education Requirements for the AACOM for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220
College Algebra. The MAT 220 requirement may be satisfied with College
Algebra transfer coursework or math transfer coursework requiring
College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
B Track must include: SCI 162
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any
science transfer coursework with a lab component.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework
with US History or Government content.
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Concentration 15 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot
count toward General Education total.

General Education Requirements for the AACOM for Minnesota Students

Communication Arts Requirement 6 credits
A Track must include: COM 150 and COM 220
B Track must include: COM 155 and COM 156
Mathematics Requirement 6 credits
A Track must include: 3 credits in the physical or biological sciences
B Track must include: SCI 162
Science & Technology Requirement 9 credits
A Track must include: ETH 125
B Track must include: PSY 201 and ETH 125
Humanities Requirement 9 credits
A Track must include: CRT 205
B Track must include: HUM 111
Additional Liberal Arts Requirement 6 credits
A Track must include: GEN 105
B Track must include: US 101 and FP 101
Concentration 15 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot
count toward General Education total.

Degree Requirements for the AACOM

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the
minimum general education credits required by their program
version.
- Students who lack .67 or fewer general education credits may
use interdisciplinary or elective credits to waive the balance.
Students must use interdisciplinary or elective credits to waive
the general education balance in order to complete the
minimum general education credits required for their program.
- Students transferring from Western International University to
any University of Phoenix undergraduate program may transfer
all coursework completed at Western International University
with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the
exception of the electives) will only be applied to the core and
cannot count toward General Education total.

The diploma awarded for this program will read as: Associate of
Arts and will not reflect the concentration. Concentrations are
reflected on the transcript only.

Academic Progression Requirements for the AACOM

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the
First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year
Sequence and may be taken concurrently with non-FYS or FYS
courses. All other FYS requirements must be satisfied prior to
enrolling in any other General education elective, or
course concentrations.
- With the exception of GEN 105, US 101, FP 101, and HUM 111,
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, (15 credit
limit on experiential learning; 15 credit limit on professional
training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must
be comparable in content and credits to the University
course it is replacing and must be an equivalent level or
higher level course.

All students entering associate degree programs with 24 or more
previous college credits, as recognized by the university on
the admissions application, will be enrolled in the A Track, must
take GEN 105 as part of the first block, and are not required to
enroll in the First-Year Sequence. ETH 125 or an appropriate
writing class have been recommended by the college as the
second course in the first block; however, the student may
choose an alternate course.
Foundations of Interpersonal Communication
This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

Image Editing and Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

Communication Variety: The Spice of Life
The field of communications underlies virtually every aspect of today’s increasing global interdependence. This course addresses how customs, values, and societal systems generate expectations—often tacit—about how communication should occur, and problems—often misunderstood—about how communication is occurring. Students develop greater sensitivity to intercultural and intracultural differences to foster effective information exchange and develop mutually satisfying communication solutions.

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

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.
BIO 100 ................................................................. 4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 .............................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 .............................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 .............................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .............................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to-determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ............................................................ 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Bachelor of Science in Communication (Maryland-Online)

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

BS/COM Required Course of Study

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

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

COM 100 ~ .......................................................... 3 credits
Introduction to Communication

COM 200 ~ .......................................................... 3 credits
Foundations of Interpersonal Communication

COM 225 ~ .......................................................... 3 credits
Foundations of Mass Communication

COM 310 ~ .......................................................... 3 credits
Communications: Theories and Practice

COM 330 ~ .......................................................... 3 credits
Small Groups and Team Communication

COM 350 ~ .......................................................... 3 credits
Organizational Communication

COM 360 ~ .......................................................... 3 credits
Intercultural Communication
Emphasis in Marketing and Sales Communication

The emphasis of Marketing and Sales Communication focuses on the science of humanistic interaction in marketing and sales. Emphasis is placed on understanding the psychology of behavior, the science of humanistic interaction in marketing and sales.

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

COM 302 ~ ................................................................. 3 credits
Marketing Communications

PSY 322 ................................................................. 3 credits
Consumer Psychology and Research

COM 339 ................................................................. 3 credits
Advertising and the Media

COM 352 ................................................................. 3 credits
Public Relations and Message Management

COM 373 ................................................................. 3 credits
Sales Communications

COM 486 ~ ................................................................. 3 credits
Marketing and Sales Message Management

Emphasis in Communication and Technology

The emphasis in Communication and Technology focuses on the enhancement of communication through technology and offers the student an opportunity to explore creative communication solutions through Web sites, electronic publishing, image editing and multimedia development.

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

CIS 205 ~ ................................................................. 3 credits
Computers and Information Processing

COM 420 ................................................................. 3 credits
Creativity & Communication

VCT 235 ................................................................. 3 credits
Image Editing & Implementation

VCT 310 ................................................................. 3 credits
Web Design

VCT 320 ~ ................................................................. 3 credits
Electronic Publishing

VCT 420 ~ ................................................................. 3 credits
Multimedia Development

Emphasis in Culture and Communication

The emphasis in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender.

In addition, students will gain a global perspective on race, ethnicility, and class in the United States. Students will compare cultural topics such as Asian American, African American, Hispanic American, gender, and their differences.

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

SOC 262 ~ ................................................................. 3 credits
Contemporary American Society

SOC 333 ~ ................................................................. 3 credits
Genders in Society

SOC 335 ~ ................................................................. 3 credits
The Peoples and Cultures of Asia

SOC 337 ~ ................................................................. 3 credits
Contemporary Latin American Society

SOC 338 ~ ................................................................. 3 credits
The African American Experience

COM 403 ~ ................................................................. 3 credits
Contemporary Communication in a Diverse Society

Emphasis in Journalism

The journalism emphasis focuses on the contemporary initiatives and multi-tiered technology of today’s field of journalism. The curriculum emphasizes a variety of communication techniques, to include writing and reporting, that assist in understanding the ways individuals and organizations share and publish information. The awareness of ethical and social responsibility associated with the modern media landscape is emphasized throughout the program.

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.

JRN 310 ~ ................................................................. 3 credits
Introduction to Journalism

JRN 320 ~ ................................................................. 3 credits
Research for Journalism

JRN 330 ~ ................................................................. 3 credits
Journalistic Writing I

JRN 340 ~ ................................................................. 3 credits
Journalistic Writing II

JRN 350 ~ ................................................................. 3 credits
Controversial Issues in Journalism

JRN 360 ~ ................................................................. 3 credits
Storytelling: A Multimedia Approach

The University reserves the right to modify the required course of study. Please note that within each state, emphasis availability may vary by campus location.
Additional Admission Requirements for the BS/COM
• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

Degree Completion Requirements for the BS/COM
• Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - All undergraduate students are required to complete the minimum general education credits required by their program version.
  - The diploma awarded for this program will read as: Bachelor of Science in Communication and will not reflect the emphases. The Emphases are reflected on the transcript only.

General Education Requirements for the BS/COM
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
- Communication Arts, 6 credits
- Humanities, 6 credits
- Mathematics, 6 credits
- Social Sciences, 6 credits
- Science/Technology, 6 credits
  Must include at least 3 credits in the physical or biological sciences
- Additional Liberal Arts, 6 credits
- Interdisciplinary Component, 18 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for BS/COM
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis 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 BS/COM
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 27 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 200, GEN 300, COM 480

**Course Descriptions for the BS/COM**

**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 300 ................................................................. 3 credits**

**Introduction to Communication**

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.

**COM 200 ................................................................. 3 credits**

**Foundations of Interpersonal Communication**

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

**COM 225 ................................................................. 3 credits**

**Foundations of Mass Communication**

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

**COM 310 ................................................................. 3 credits**

**Communications: Theories and Practice**

This course explores the various theories of communication that create the foundation for study of communication in the bachelor’s degree program at the University of Phoenix. Major communications areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.

**COM 330 ................................................................. 3 credits**

**Small Groups and Team Communication**

This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.

**COM 350 ................................................................. 3 credits**

**Organizational Communication**

This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

**COM 360 ................................................................. 3 credits**

**Intercultural Communication**

The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and of how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.

**COM 400 ................................................................. 3 credits**

**Media and Society**

The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

**COM 440 ................................................................. 3 credits**

**Communication Law**

This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.
COM 450................................................................. 3 credits

Ethics and Communication

While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 470................................................................. 3 credits

Mediation and Conflict Resolution

Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoiding conflict in the future.

COM 480................................................................. 3 credits

Communication Capstone Course

This is the capstone course for students pursuing the bachelor’s of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COM 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.

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.

CHM 110 ................................................................. 3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ................................................................. 3 credits

Fundamentals of Physics

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ................................................................. 3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.
Course Descriptions for the Emphasis in Marketing and Sales Communication

COM 302 .................................................................................. 3 credits

Marketing Communications
This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.

PSY 322 .................................................................................. 3 credits

Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

COM 339 .................................................................................. 3 credits

Advertising and the Media
This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.

COM 352 .................................................................................. 3 credits

Public Relations and Message Management
This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship-building strategies, crisis communication, ethics, and the development of public relations messages.

COM 373 .................................................................................. 3 credits

Sales Communications
This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

COM 486 .................................................................................. 3 credits

Marketing and Sales Message Management
This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers; the development of marketing communications campaigns; the integration of the sales cycle and marketing communications; the use of a “single voice” to customers across all selling touch-points; and the ethical considerations associated with customer message management.

Course Descriptions for the Emphasis in Communication and Technology

CIS 205 .................................................................................. 3 credits

Management Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

COM 420 .................................................................................. 3 credits

Creativity and Communication
Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of “creative” is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one’s creativity is one of the primary focuses of the course.

VCT 235 .................................................................................. 3 credits

Image Editing & Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

VCT 310 .................................................................................. 3 credits

Web Design
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 320 .................................................................................. 3 credits

Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 420 .................................................................................. 3 credits

Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.
Course Descriptions for the Emphasis in Culture and Communication

**Contemporary American Society**
Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.

SOC 333 ................................................................. 3 credits

**Genders in Society**
The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.

SOC 335 ................................................................. 3 credits

**The Peoples and Cultures of Asia**
This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.

SOC 337 ................................................................. 3 credits

**Contemporary Latin American Society**
This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.

SOC 338 ................................................................. 3 credits

**The African American Experience**
This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture and the inequalities African Americans face in popular American culture. Race, class and gender of the African American people will be explored from a historical to modern day perspective.

COM 403 ................................................................. 3 credits

**Contemporary Communication in a Diverse Society**
The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.

Course Descriptions for the Emphasis in Journalism

**Journalistic Writing I**
This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.

JRN 340 ................................................................. 3 credits

**Journalistic Writing II**
This course focuses on the application of the diverse journalistic writing techniques used by today’s changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.

JRN 350 ................................................................. 3 credits

**Controversial Issues in Journalism**
This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter’s ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public’s need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.

JRN 360 ................................................................. 3 credits

**Storytelling: A Multimedia Approach**
This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.
Bachelor of Science in Communication

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

BS/COM Required Course of Study

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

- GEN 300 ...............................................................3 credits
- Skills for Professional Development
- COM 100 ~ ..................................................3 credits
- Introduction to Communication
- COM 200 ~ ..................................................3 credits
- Foundations of Interpersonal Communication
- COM 225 ~ ..................................................3 credits
- Foundations of Mass Communication
- COM 310 ~ ..................................................3 credits
- Communications: Theories and Practice
- COM 330 ~ ..................................................3 credits
- Small Groups and Team Communication
- COM 350 ~ ..................................................3 credits
- Organizational Communication
- COM 360 ~ ..................................................3 credits
- Intercultural Communication
- COM 400 ~ ..................................................3 credits
- Media and Society
- COM 440 ~ ..................................................3 credits
- Communication Law
- COM 450 ~ ..................................................3 credits
- Ethics and Communication
- COM 470 ~ ..................................................3 credits
- Mediation and Conflict Resolution
- COM 480 ~ ..................................................3 credits
- Communication Capstone Course

Concentration in Marketing and Sales Communication

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

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

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

Concentration in Communication and Technology

The concentration in Communication and Technology focuses on the enhancement of communication through technology and offers the student an opportunity to explore creative communication solutions through Web sites, electronic publishing, image editing and multimedia development.

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

- CIS 205 ~ ..................................................3 credits
- Computers and Information Processing
- COM 420 .......................................................3 credits
- Creativity & Communication
- VCT 235 ~ ..................................................3 credits
- Image Editing & Implementation
- VCT 310 ~ ..................................................3 credits
- Web Design
- VCT 320 ~ ..................................................3 credits
- Electronic Publishing
- VCT 420 ~ ..................................................3 credits
- Multimedia Development
Concentration in Culture and Communication

The concentration in Culture and Communication is designed to prepare students with a well-rounded view of diversity in American society. Students will focus on the experiences of people from different cultures and how communication differs by race and gender. In addition, students will gain a global perspective on race, ethnicity, and class in the United States. Students will compare cultural topics such as Asian American, African American, Hispanic American, and gender, and their differences.

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

SOC 262 ~ ................................................................. 3 credits
Contemporary American Society
SOC 333 ~ ................................................................. 3 credits
Genders in Society
SOC 335 ~ ................................................................. 3 credits
The Peoples and Cultures of Asia
SOC 337 ~ ................................................................. 3 credits
Contemporary Latin American Society
SOC 338 ~ ................................................................. 3 credits
The African American Experience
COM 403 ~ ................................................................. 3 credits
Contemporary Communication in a Diverse Society

Concentration in Journalism

The journalism concentration focuses on the contemporary initiatives and multi-tiered technology of today’s field of journalism. The curriculum emphasizes a variety of communication techniques, to include writing and reporting, that assist in understanding the ways individuals and organizations share and publish information. The awareness of ethical and social responsibility associated with the modern media landscape is emphasized throughout the program.

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.

JRN 310 ~ ................................................................. 3 credits
Introduction to Journalism
JRN 320 ~ ................................................................. 3 credits
Research for Journalism
JRN 330 ~ ................................................................. 3 credits
Journalistic Writing I
JRN 340 ~ ................................................................. 3 credits
Journalistic Writing II
JRN 350 ~ ................................................................. 3 credits
Controversial Issues in Journalism
JRN 360 ~ ................................................................. 3 credits
Storytelling: A Multimedia Approach

Additional Admission Requirements for the BS/COM

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. A college transcript which documents high school attended and date of completion or a DD-214 showing high school graduation or equivalency to satisfy this requirement.

Degree Completion Requirements for the BS/COM

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 42 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
  - All undergraduate students are required to complete the minimum general education credits required by their program version.

  The diploma awarded for this program will read as: Bachelor of Science in Communication and will not reflect the concentrations. The Concentrations are reflected on the transcript only.
General Education Requirements for the BS/COM

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

Communication Arts, 6 credits
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts.
Puerto Rico students may not use conversational English to satisfy Communication Arts.

Humanities, 6 credits
Mathematics, 6 credits
Social Sciences, 6 credits
Nevada students must complete 3 credits in Nevada Constitution.

Science/Technology, 6 credits
Must include at least 3 credits in the physical or biological sciences.
Additional Liberal Arts, 6 credits
Puerto Rico students must complete 6 credits of Spanish in place of this requirement.

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 Component, 18 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BS/COM for Arkansas Students

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
Must include MTH 220.
Science/Technology, 9 credits
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.
Humanities, 9 credits
Social Science, 9 credits
Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts, 6 credits
Interdisciplinary Component, 9 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for BS/COM

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content 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 BS/COM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 27 credits from their required course of study on the basis of regionally 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 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 200, GEN 300, COM 480

Course Descriptions for the BS/COM

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.

COM 100.................................................................................. 3 credits
Introduction to Communication

This course is an introduction to the field of communication with emphasis on the history of communication study, theories important to all areas of communication, the contexts in which communication occurs, and the issues that must be faced by students of communication. The course serves as an introduction to the strands of communication: interpersonal, small groups and teams, mass communication, organization, intercultural, and rhetoric.

COM 200.................................................................................. 3 credits
Foundations of Interpersonal Communication

This course includes the application of communication principles, theory, and research to the process of interpersonal communication; includes verbal, nonverbal, listening, conflict management, and communication skills most relevant to a broad range of interpersonal settings.

COM 225.................................................................................. 3 credits
Foundations of Mass Communication

This course is a survey of the basic theories upon which our scientific understanding of mass communication is based. Ethical and related problems of mass communication will be studied from contemporary and historical viewpoints, as well as a critical analysis of the performance of the mass media.

COM 310.................................................................................. 3 credits
Communications: Theories and Practice

This course explores the various theories of communication that create the foundation for study of communication in the bachelors degree program at the University of Phoenix. Major communication areas examined in this course include intrapersonal, interpersonal, group and teamwork, organizational, intercultural, and mass media. Each area, along with others, will be studied in greater depth in subsequent courses in the degree program.

COM 330.................................................................................. 3 credits
Small Groups and Team Communication

This course explores the dynamics of group communication and effective team work. Both social and workplace scenarios will be examined. Analytical techniques will be included to provide effective strategies for communication in these contexts.

COM 350.................................................................................. 3 credits
Organizational Communication

This course examines various theoretical frameworks necessary for effective organizational communication. It analyzes the application of communication strategies within organizations in terms of their effectiveness. It provides the infrastructure necessary for the creation and maintenance of successful communication strategies in organizations.

COM 360.................................................................................. 3 credits
Intercultural Communication

The purpose of this course is to assist students in understanding and apply the principles of effective intercultural communication in a diverse society and in global commerce. Students will develop an understanding of why and of how cultural issues influence effective communication. This course introduces techniques for improving written, oral, and interpersonal communication skills in response to intercultural settings.
COM 400 .................................................................3 credits

Media and Society
The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

COM 440 .................................................................3 credits

Communication Law
This course focuses on the U.S. legal environment and its specific laws, court decisions, policies, and regulations that address the freedom and responsibilities that come with the First Amendment to the U.S. Constitution. The personal, commercial, and political exercise of free speech, and its regulation, will be analyzed in this course.

COM 450 .................................................................3 credits

Ethics and Communication
While ethical decision-making permeates every facet of personal and professional life, this course focuses specifically upon ethical issues that are inherent in personal and public forms of communication. Special emphases are placed on ethical issues in commercial communication. Ethical decision-making models will be discussed and applied to cases involving various contemporary and controversial communication topics.

COM 470 .................................................................3 credits

Mediation and Conflict Resolution
Communication is the foundation upon which mediation and other forms of alternative dispute resolution are based. This course starts with an examination of the theoretical basis for ADR in light of communication theory. Then it focuses upon the effective application of theory and practice to achieve meaningful results and to avoid conflict in the future.

COM 480 .................................................................3 credits

Communication Capstone Course
This is the capstone course for students pursuing the bachelor’s of science in communication. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical 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.

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.

CHM 110 .................................................................3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 .................................................................3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 .................................................................3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

116
POL 215.......................................................................................................................... 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Concentration in Marketing and Sales Communication
COM 302.......................................................................................................................... 3 credits
Marketing Communications
This course provides students with the basic concepts and methods related to marketing communications, including communication theories and the communication mix. Emphasis is placed on the marketing mix variables of product, place, price, and promotion, as well as marketing communications tools.

COM 332.......................................................................................................................... 3 credits
Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of marketing communications on domestic and global marketing communications.

COM 399.......................................................................................................................... 3 credits
Advertising and the Media
This course addresses the elements of advertising and the media. Topics include advertising concepts, selection of media, and the use of media and advertising as marketing communications tools. The course also emphasizes the ongoing convergence of media content and commercial messages and how it is redefining marketing communications.

COM 352.......................................................................................................................... 3 credits
Public Relations and Message Management
This course focuses on the role of public relations in marketing communications and how it can be used to attain organizational marketing and sales objectives. Topics covered in this course include media relations, relationship-building strategies, crisis communication, ethics, and the development of public relations messages.

COM 373.......................................................................................................................... 3 credits
Sales Communications
This course addresses the elements of sales communications. Topics include sales promotion, direct sales, personal selling, and customer relationship management as marketing communications tools.

COM 486.......................................................................................................................... 3 credits
Marketing and Sales Message Management
This course focuses on bridging the gap between sales and marketing communications through the use of customer message management. Topics covered in this course include creating a sense of value for customers; the development of marketing communications campaigns; the integration of the sales cycle and marketing communications; the use of a “single voice” to customers across all selling touch-points; and the ethical considerations associated with customer message management.

Course Descriptions for the Concentration in Communication and Technology
CIS 205.......................................................................................................................... 3 credits
Management Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

COM 420.......................................................................................................................... 3 credits
Creativity and Communication
Creativity is described as a process leading to products or processes that are novel, useful, and meaningful. As a result, the designation of “creative” is inextricably tied up with the process of communicating. This course examines contemporary models of communication. Practical application of these theoretical constructs to the development and enhancement of one’s creativity is one of the primary focuses of the course.

VCT 235.......................................................................................................................... 3 credits
Image Editing & Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

VCT 310.......................................................................................................................... 3 credits
Web Design
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 320.......................................................................................................................... 3 credits
Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 420.......................................................................................................................... 3 credits
Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.
Course Descriptions for the Concentration in Culture and Communication
SOC 262 ....................................................................................3 credits

Contemporary American Society
Students in this course will explore the implications of ethnicity, culture, and diversity within the context of society. Students will be introduced to racial and ethnic relations, prejudice, stereotypes, discrimination, and adaptation and conflict in diverse cultures.
SOC 333 ....................................................................................3 credits

Genders in Society
The objective of this course is to explore gender differences and communication. This course introduces students to gender inclusiveness and sensitivity through the examination of the roles of genders in society. Students will focus on gender communication in business, organizations, family and the media. Additionally, students will explore communication traits of men and women and the impact of miscommunication between genders.
SOC 335 ....................................................................................3 credits

The Peoples and Cultures of Asia
This course provides students with an overview of the cultural traditions and contemporary development of Asian countries. Course topics include the geography, history, politics, economic development, and social conditions of Asian countries.
SOC 337 ....................................................................................3 credits

Contemporary Latin American Society
This course introduces the cultural perspectives of Latin America. Students will explore cultural geography, ethnicity, class and culture, gender, and challenges facing Latin America.
SOC 338 ....................................................................................3 credits

The African American Experience
This course serves as an introduction to the African American experience. This course will explore the social construction of identity, culture and the inequalities African Americans face in popular American culture. Race, class and gender of the African American people will be explored from a historical to modern day perspective.
COM 403 ....................................................................................3 credits

Contemporary Communication in a Diverse Society
The objective of this course is to focus on the dynamics of human communication across cultures and genders in a multicultural society.

Course Descriptions for the Concentration in Journalism
JRN 310 ....................................................................................3 credits

Introduction to Journalism
This course is the introduction to the journalism concentration. The role of the journalist will be described from its origin to the emergence of the modern-era journalist. Key journalistic theories and principles will be discussed. Special attention will be given to influences in journalism and qualities that exemplify journalistic writing. The concepts of journalistic writing, research, technology, ethics, and personal responsibility will be introduced. Controversial issues faced by journalists will be highlighted throughout the course.

Journalistic Writing I
This course focuses on understanding journalistic writing styles. The course begins by categorizing historical media and associating past writing styles with current 21st century styles. Differences will be identified in writing for various audiences and for print, digital, and broadcast media. The rationale for using certain writing styles will be illustrated and expressed. Throughout the course, the roles of research, editing, and ethics in journalistic writing will be emphasized.
JRN 330 ....................................................................................3 credits

Journalistic Writing II
This course focuses on the application of the diverse journalistic writing techniques used by today’s changing media landscape. The goal is to enhance storytelling skills by informing and engaging audiences using various delivery methods. Written media messages will be designed and assessed by determining which writing styles should be utilized given the target audience. Within the new convergent media landscape, credible resources will be identified, materials evaluated, and details of written work summarized. The association between research and responsible writing will be explored, as writing strategies to craft effective messages are developed. The role of ethics in journalism is emphasized throughout the course.
JRN 340 ....................................................................................3 credits

Controversial Issues in Journalism
This course examines the rise of social media and the immediacy in which controversial issues are communicated in journalism. This course focuses on developing the writer/reporter’s ability to critically examine and react to specific media elements, including public opinion, trends, celebrity commentary, and the public’s need to know. Emphasis is placed on understanding the nature and characteristics of thought-provoking mass media occurrences. Concepts of idea generation and storytelling in an ethical and personally responsible manner are highlighted.
JRN 350 ....................................................................................3 credits

Research for Journalism
This course focuses on the research methods employed in journalistic writing and reporting. The goal of this course is to enhance the understanding of the characteristics of credible sources and accurate information. Information will be assembled and evaluated to support journalistic goals by interpreting information needs, choosing accurate and unbiased sources, and selecting relevant and reliable information. The importance of employing ethical practices to research techniques is emphasized throughout the course.
JRN 330 ....................................................................................3 credits

Storytelling: A Multimedia Approach
This course focuses on the role of technology and its impact on news delivery. The use of technologically advanced multimedia formats will be explored. Stories will be adapted to various media outlets to realize the full range appeal to targeted audiences. The goal of this course is to provide students with experiences in storytelling that are delivered through the use of advanced convergent technologies.
Bachelor of Arts in English

The following Bachelor of Arts in English (BA/ENG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Arts in English degree is designed to provide students with substantive academic content in the discipline of their choice. After completion of additional methodology courses required for teacher certification in all states, the degree may assist in the preparation of students for teaching opportunities in elementary and secondary education. The degree may also provide an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in English and Literature at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student’s breadth of learning. The degree will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity. The Bachelor of Arts in English is designed to provide students with a comprehensive understanding of rhetoric, literature, and writing. Students will choose from topics in American and English literature, writing essentials, linguistics, and poetry, literary masterpieces, and technical writing.

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

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

BA/ENG Required Course of Study - English Major

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>GEN 200</td>
<td>Foundations for General Education and Professional Success</td>
<td>3 credits</td>
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Major Courses - Lower Division

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ENG 125</td>
<td>Literature in Society</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 106</td>
<td>Survey of Literary Masterpieces</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 155</td>
<td>Mythology in Literature and Life</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 157</td>
<td>Multicultural Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 215</td>
<td>Effective Academic Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>COMM 251</td>
<td>Rhetoric and Critical Thinking</td>
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<td>HUM 150</td>
<td>foundations for general education and professional success</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 135</td>
<td>Introduction to Film Studies</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 221</td>
<td>Essentials of Contemporary Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 290</td>
<td>Technical Writing Fundamentals</td>
<td>3 credits</td>
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<td>American Ethnic Literature</td>
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<td>Poetry and Society</td>
<td>3 credits</td>
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<td>ENG 340</td>
<td>Creative Writing</td>
<td>3 credits</td>
</tr>
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<td>ENG 380</td>
<td>Applied Linguistics</td>
<td>3 credits</td>
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<td>ENG 493</td>
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<td>American Literature since 1800</td>
<td>3 credits</td>
</tr>
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<td>ENG 304</td>
<td>American Literature since 20th Century</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 308</td>
<td>Shakespeare</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 302</td>
<td>Proposal Writing</td>
<td>1 credit</td>
</tr>
<tr>
<td>ENG 307</td>
<td>American Autobiography</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 492</td>
<td>Advanced Creative Writing</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 495</td>
<td>African American Literature</td>
<td>3 credits</td>
</tr>
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<td>ENG 496</td>
<td>Children’s Literature in a Pluralistic Society</td>
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</table>

Rhetoric and Critical Thinking

Focus Study - 15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Electives - 24 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Arts in English degree.
Electives - 9 credits (for Arkansas students only)
Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Arts in English degree.

Additional Admission Requirements BA/ENG
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BA/ENG
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - Completion of a fifteen (15) credit Focus Study.
- A minimum grade point average (GPA) of 2.0.
- Students may choose additional elective credits to fulfill upper division and elective requirements.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- The diploma awarded for this program will read as: Bachelor of Arts in English and will not reflect the Focus Study.

General Education Requirements for the BA/ENG
Communication Arts Requirement(s) 6 credits
Must include COMM 215 or equivalent
Puerto Rico students may not use conversational English to satisfy Communication Arts
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts.
Mathematics Requirement(s) 6 credits
Must include MTH 209
Social Science Requirement(s) 6 credits
Nevada students must complete 3 credits in Nevada Constitution
Science & Technology Requirement(s) 6 credits
Must include 3 credits in the physical or biological sciences
Humanities Requirement(s) 6 credits
Foreign Language Requirement(s) 6 credits
NTP Foreign Language Exams may be used to satisfy foreign language requirements.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for Arkansas students for the BA/ENG
Communication Arts Requirement(s) 6 credits
Must include COMM 215 or equivalent
Mathematics Requirement(s) 6 credits
Must include MTH 209 and MTH 220
Social Science Requirement(s) 9 credits
Must include HIS 145 or POL 215 or equivalent transfer coursework with a lab component.
Science & Technology Requirement(s) 9 credits
Must include 3 credits in the physical or biological sciences
Must include CHM 110 and PHY 101 or equivalent transfer coursework with US History or Government content.
Humanities Requirement(s) 9 credits
Additional Liberal Arts 6 credits
Foreign Language Requirement(s) 6 credits
NTP Foreign Language Exams may be used to satisfy foreign language requirements.
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.
Academic Progression Requirements for the BA/ENG

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework.
  - Regionally or nationally accredited coursework (C- or higher grade).
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training).
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content 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.
- Students must declare a Focus Study within 84 applied credits of programs.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BA/ENG

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluations to review the course waiver request.

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

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

The following courses in the required course of study may not be waived: GEN 200
### Course Descriptions for the BA/ENG

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<tr>
<td>ENG 155</td>
<td>Survey of Literary Masterpieces across the ages</td>
<td>3 credits</td>
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**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.

**Survey of Literary Masterpieces**

This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.

**Multicultural Literature**

This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students’ awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.

**Effective Academic Writing**

This course develops the skills used in writing applied research papers for a university-level audience. Students will write position papers, persuasive essays, and case study analyses. Students will study classical rhetorical concepts of authority and the Toulmin method of argument analysis, and will evaluate outside sources for objectivity and utility in constructing persuasive arguments. Students practice giving peer feedback, revising essays in response to feedback, and writing collaboratively as learning teams. The course reviews the elements of grammar, mechanics, style, and proper documentation of outside sources.
ENG 306................................................................................... 3 credits
**Poetry and Society**
This course surveys English language poetry from medieval times through the present. Students analyze and interpret poetry, paying particular attention to the role of the poet and poetry in society. Poems are addressed in historical context, by theme, and for their relevance to contemporary culture.

ENG 340................................................................................... 3 credits
**Creative Writing**
This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students' imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.

ENG 380................................................................................... 3 credits
**Applied Linguistics**
This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

ENG 491 ................................................................................ 1 credit
**American Literature to 1860**
This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political, and social writings, and poetry will be read and discussed.

ENG 493 ................................................................................ 3 credits
**English Literature to 1800**
This course will survey major authors, ideologies, and historical contexts of English literature from medieval times until the 18th century. A diverse range of works, genres, movements, and cultural narratives will be explored.

ENG 304................................................................................... 3 credits
**Shakespeare**
This course will focus on Shakespearean literature and will cover significant plays still popular today. Students will discuss the influence of Shakespeare on literary, social, and theatrical concepts.

ENG 308................................................................................... 3 credits
**American Autobiography**
Through the use of memoirs, autobiographies, journals, or diaries, students in this course will be introduced to individuals who impacted the social, political, and cultural environments of America.

ENG 492 ................................................................................ 3 credits
**American Literature since 1860**
This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.

ENG 494 ................................................................................ 3 credits
**English Literature since 1800**
This course will survey major authors, ideologies, and historical contexts of English literature from the 19th century to the present. A diverse range of works, genres, movements, and cultural narratives will be explored. Humanities

ENG 495 ................................................................................ 3 credits
**Advanced Creative Writing**
This course explores advanced literary elements of creative writing, focusing on elements of form and craft. Students will write poems, fictional short stories, and one act plays. In the process, students will re-examine all elements of the writing process to deepen their understanding of each stage of the process including prewriting, drafting, editing, and revising, and students will reflect upon differences among genres. A writers' workshop will be an integral component of this course.

ENG 496 ................................................................................ 3 credits
**Fictional Short Stories**
This course will provide students with an in-depth analysis of African American Literature. Topics include the underlying historical experiences and cultural values of African Americans and how these experiences and values were expressed through various types of literature. Throughout the course, students will be encouraged to examine African American Literature in a socio-historical context.

ENG 497 ................................................................................ 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 209** ................................................................. 3 credits

**College Mathematics II**
This course continues the demonstration and examination of various basic algebra concepts that were begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

**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.

**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.

**CHM 110** .................................................................... 3 credits

**Introductory Chemistry**
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

**PHY 101** ..................................................................... 3 credits

**Fundamentals of Physics**
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

**HIS 145** ................................................................. 3 credits

**The American Experience Since 1945**
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

**POL 215** .................................................................... 3 credits

**State and Local Political Processes**
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

**Bachelor of Science in History**
The following Bachelor of Science in History (BS/HIS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 History degree is designed to provide students with substantive academic content in the discipline of their choice. After completion of additional methodology courses required for teacher certification in all states, the program may assist in the preparation of students for teaching opportunities in elementary and secondary education. The degree may also provide an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in history at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student’s breadth of learning. The program will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity. The Bachelor of Science in History introduces students to the study of the past and develops their understanding of historical events as they relate to the present. Students develop skills in research, critical thinking & analysis, and communication through a rigorous study of the past as a contextual framework. Students will gain a proficient understanding of the major historical facts and themes in Western Civilization, United States, and Global History through their course of study.

**Note:** Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
BS/HIS Required Course of Study - History Major

GEN 200 ................................................................. 3 credits
Foundations for General Education and Professional Success

Major Courses-Lower Division

HIS 110 ................................................................. 3 credits
US History to 1865
HIS 120 ................................................................. 3 credits
US History 1865 to 1945
HIS 145 ................................................................. 3 credits
The American Experience Since 1945
HIS 112 ................................................................. 3 credits
History of Western Civilization from Pre-history to Middle Ages
GEO 155 ................................................................. 3 credits
Cultural Geography
HIS 276 ................................................................. 3 credits
Global Civilizations from 1400-1700
Students must choose one course from the list below:
REL 134 ................................................................. 3 credits
World Religions Traditions II
HIS 275 ................................................................. 3 credits
Global Civilizations to 1400
HIS 114 ................................................................. 3 credits
History of Western Civilization from the French Revolution to the Present
HIS 205 ................................................................. 3 credits
Asian History
HIS 206 ................................................................. 3 credits
Latin American History
Cultural Geography

Major Courses- Upper Division

HIS 308 ................................................................. 3 credits
Modern European History
HIS 309 ................................................................. 3 credits
American Colonial and Revolutionary History
HIS 335 ................................................................. 3 credits
Europe and the World Wars
HIS 349 ................................................................. 3 credits
The History of Modern China
HIS 403 ................................................................. 3 credits
Foundations of American Foreign Policy
RES 404 ................................................................. 3 credits
Historical Research Methods
Students must choose one course from the list below:
HIS 301 ................................................................. 3 credits
United States Constitution
HIS 341 ................................................................. 3 credits
Ancient Worlds
HIS 343 ................................................................. 3 credits
The Middle East
HIS 355 ................................................................. 3 credits
The History of Modern Mexico
HIS 356 ................................................................. 3 credits
History of Africa
HIS 359 ................................................................. 3 credits
The History of Modern Russia and the Soviet Union
HIS 458 ................................................................. 3 credits
History of Human Discovery

Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Electives -27 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in History degree.

Electives -12 credits (for Arkansas students only)

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in History degree.

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

Additional Admission Requirements BS/HIS

- 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.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
Degree Requirements for the BS/HIS
The degree requirements for this program are the following:

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - Completion of a fifteen (15) credit Focus Study.
  - A minimum program grade point average (GPA) of 2.0.
- Students may choose additional elective credits in order to fulfill the required upper division and elective requirements.
- All students must complete the minimum number of credits required by their degree program.
- All undergraduate students are required to complete the minimum general education credits required by their program version.

General Education Requirements for the BS/HIS
Communication Arts Requirement(s) 6 credits
Must include COMM 215, equivalent or higher
Puerto Rico students may not use conversational English to satisfy Communication Arts
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus.

Mathematics Requirement(s) 9 credits
Must include MTH 209 and MTH 233, equivalent or higher
Social Science Requirement(s) 6 credits
Must include HIS 311 in Nevada only
Science & Technology Requirement(s) 6 credits
Must include at least three credits in the physical or biological sciences

Humanities Requirement(s) 6 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for Arkansas students for the BS/HIS
Communication Arts Requirement(s) 6 credits
Must include COMM 215, equivalent or higher
Mathematics Requirement(s) 9 credits
Must include MTH 233, equivalent or higher
Must include MTH 220.
Social Science Requirement(s) 9 credits
Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.
Science & Technology Requirement(s) 9 credits
Must include at least three credits in the physical or biological sciences
Must include CHM 110 and PHY 110 or equivalent transfer coursework with a lab component.
Humanities Requirement(s) 9 credits
Additional Liberal Arts 6 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the BS/HIS
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.
Students must declare a Focus Study within 84 applied credits of program.
Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
Residency Requirements and Course Waivers for the BS

The University requires that the majority of coursework in the major and focus be completed through the University. As known as the residency requirement, the University requires completion of a minimum of thirty (30) upper division credits at the University. Students in this program may waive a maximum of fifteen (15) credits from their major and focus on the basis of regionally or approved nationally accredited transferable coursework. Prior learning credit and military credits may not be used to waive coursework.

In order to be granted a waiver for a course in the major and focus, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

Course Descriptions for the BS/HIS

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.

HIS 110 .................................................................................................................. 3 credits

U.S. History to 1865

This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

HIS 120 .................................................................................................................. 3 credits

U.S. History 1865 to 1945

This course recounts the story of our country by looking at the explanations of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.

HIS 145 .................................................................................................................. 3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

HIS 112 .................................................................................................................. 3 credits

History of Western Civilization from Prehistory to the Middle Ages

This course provides an overview of the principal social, cultural, political, economic, and global developments that shaped Western civilization from prehistory to the Middle Ages. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

GEO 155 .................................................................................................................. 3 credits

Cultural Geography

This course provides students with an introduction to the cultural factors that impact the way in which humans use the environment. Topics include settlement patterns, the modification of the landscape, and resource utilization.

HIS 276 .................................................................................................................. 3 credits

Global Civilizations 1400-1700

This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.
REL 134 ................................................................................. 3 credits

**World Religious Traditions II**

This course provides a survey of the major historical developments, structural cosmology, symbolic interpretation, and values of the Judaic, Christian, and Islamic religious traditions.

HIS 275 ..................................................................................... 3 credits

**Global Civilizations to 1400**

This course provides an overview of the establishment of civilizations throughout the world to the 1400s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations will be explored. The framework of the course will provide a societal understanding by applying historical perspectives to contemporary issues.

HIS 114 ..................................................................................... 3 credits

**History of Western Civilization from the French Revolution to the Present**

This course provides an overview of the principle social, cultural, political, economic, and global developments that shaped Western civilization from the French Revolution to the present. It presents a framework for understanding current social experience by applying historical perspectives to contemporary issues.

HIS 205 ..................................................................................... 3 credits

**Asian History**

This course provides a historical overview of India, China, Southeast Asia, Korea, and Japan. Emphasis will be placed on the diverse political, social, intellectual, and economic histories of these countries.

HIS 206 ..................................................................................... 3 credits

**Latin American History**

This course provides an overview of the history of Latin America. Topics include politics, economic development, international relations, and cultural development.

HIS 308 ..................................................................................... 3 credits

**European History: Early Modern Era to the Present**

This course discusses the growth and development of European nations from the Early Modern Era to the present, with a focus on Europe’s social, political, and economic history.

HIS 309 ..................................................................................... 3 credits

**American Colonial and Revolutionary History**

This course discusses the development of the American colonies and the origins of the American Revolution.

HIS 335 ..................................................................................... 3 credits

**Europe and the World Wars**

This course discusses the causes and history of World War I, the interwar era, and World War II, with a particular emphasis upon social, political, and economic developments during the period.

HIS 349 ..................................................................................... 3 credits

**The History of Modern China**

This course provides students with a survey of the final century of dynastic rule and the rise to power of the Nationalist and Communist parties. Social and cultural developments, the impact of Western imperialism, and the evolution of revolutionary ideologies are highlighted throughout the course.

HIS 403 ..................................................................................... 3 credits

**Foundations of American Foreign Policy**

This course provides students with a review of U.S. diplomatic relations with Europe, Latin America, and Asia from the Declaration of Independence to the First World War.

RES 404 ..................................................................................... 3 credits

**Historical Research Methods**

This course provides students with the opportunity to learn and apply various types of research methods used in historical research. Emphasis is placed on research, writing, and critical thinking in a historical context.

HIS 301 ..................................................................................... 3 credits

**United States Constitution**

This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those who supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution, known as the Bill of Rights, as well as later amendments, and the issues of slavery and civil rights as seen through major court decisions.

HIS 341 ..................................................................................... 3 credits

**Ancient Worlds**

This course provides students with the opportunity to study the historical and cultural developments of Ancient Worlds including Egypt, Greece, and Rome.

HIS 343 ..................................................................................... 3 credits

**The Ancient World: Greece**

This course provides an examination of the tumultuous history of the Middle East. Topics include the spread of Islam, the 19th-century Middle East, the Middle East after World War I, and the present-day Middle East.

HIS 355 ..................................................................................... 3 credits

**The History of Modern Mexico**

This course presents an analysis of the historical, cultural, social, economic, and political development of Mexico from 1821 to the present.

HIS 356 ..................................................................................... 3 credits

**The History of Africa**

This course examines the events and processes leading up to the colonization of Africa, and the subsequent changes in African society under colonial rule and after independence.

HIS 359 ..................................................................................... 3 credits

**The History of Russia and the Soviet Union**

This course provides students with an overview of the history of modern Russia and the Soviet Union including the decline of Imperial Russia, the Revolution of 1917, and collapse of the Soviet Union.

HIS 458 ..................................................................................... 3 credits

**History of Human Discovery**

This course seeks to provide an interdisciplinary approach to human discovery by investigating the minds, hearts, and actions of some of the significant people and events in the history of human development.
Skills for Lifelong Learning
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 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 resources successfully.

GEN 300 ................................................................. 3 credits

Statistics
This course surveys descriptive and inferential statistics with emphasis on practical applications of statistical analysis. The principles of collecting, analyzing, and interpreting data are covered. It examines the role of statistical analysis, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings through the applications and functions of statistical methods.

MTH 209 ................................................................. 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

HIS 311 ................................................................. 3 credits

Nevada and U.S. Constitution
This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th Century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents to its adoption are analyzed.

Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed. (Nevada students only.)

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.

CHM 110 ................................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ................................................................. 3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ................................................................. 3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits

State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.
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.

Associate of Arts in Psychology

The following Associate of Arts/Concentration in Psychology (AAPSY) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of 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/aapsy.

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

Concentration in Psychology - Track A

| PSY 202 | Foundations of Psychology | 3 credits |
| PSY 230 | Theories of Personality: I Think, Therefore Who Am I? | 3 credits |
| PSY 240 | The Brain, the Body, & Mind: All Together Now | 3 credits |
| PSY 270 | Abnormal Psychology: Abuse, Addiction & Other Disorders | 3 credits |

Concentration in Psychology - Track B

| PSY 201 | Foundations of Psychology | 3 credits |
| PSY 220 | Positive Psychology: What’s Right With Me | 3 credits |
| PSY 230 | Theories of Personality: I Think, Therefore Who Am I? | 3 credits |
| PSY 240 | The Brain, the Body, & Mind: All Together Now | 3 credits |
| PSY 270 | Abnormal Psychology: Abuse, Addiction & Other Disorders | 3 credits |

Additional Admission Requirements for AAPSY

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAPSY

| Communication Arts Requirement 6 credits |
| (A Track must include: COM 150 and COM 220) |
| (B Track must include: COM 155 and COM 156) |
| Mathematics Requirement 6 credits |
| Science & Technology Requirement 6 credits |
| Social Science Requirement 6 credits |
| (A Track must include: ETH 125) |
| (B Track must include: PSY 201 and ETH 125) |
| Humanities Requirement 6 credits |
| (A Track must include: CRT 205) |
| (B Track must include: HUM 111) |
| Additional Liberal Arts Requirement 3 credits |
| (A Track must include: GEN 105) |
| (B Track must include: US 101) |
| Interdisciplinary Requirement 9 credits |
| (B Track must include: FP 101) |

Concentration 18 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**Degree Requirements for AAPSY**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

**Academic Progression Requirements for the AAPSY**

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Residency Requirements for the AAPSY**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAPSY**

**COM 150** ................................................................. 3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**COM 220** ................................................................. 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 .....................................................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .....................................................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ...................................................................................3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Course Descriptions for the AAPSY - Track A

PSY 202 ................................................................. 3 credits
Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality, thinking, learning, and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 230 ................................................................. 3 credits
Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 ................................................................. 3 credits
The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265 ................................................................. 3 credits
Psychology of Human Sexuality: What Turns You On and Why?
This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270 ................................................................. 3 credits
Abnormal Psychology: Abuse, Addiction, and Other Disorders
This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Course Descriptions for the AAPSY - Track B

PSY 201 ................................................................. 3 credits
Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality, thinking, learning, and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 ................................................................. 3 credits
Positive Psychology: What’s Right With Me
How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230 ................................................................. 3 credits
Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 ................................................................. 3 credits
The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.
The following Associate of Arts/Emphasis in Psychology (AAPSY) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of Psychology.

For more information about our graduation rates, the median debt incurred by students upon graduation, and information related to financial aid, please visit our website at http://www.phoenix.edu/programs/aapsy.

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

### Emphasis in Psychology - Track A

- PSY 202 ~ ................................................................. 3 credits
  - Foundations of Psychology
- PSY 230 ~ ................................................................. 3 credits
  - Theories of Personality: I Think, Therefore Who Am I?
- PSY 240 ~ ................................................................. 3 credits
  - The Brain, the Body, & Mind: All Together Now
- PSY 265 ~ ................................................................. 3 credits
  - Psychology of Human Sexuality: What Turns You on and Why?
- PSY 270 ~ ................................................................. 3 credits
  - Abnormal Psychology: Abuse, Addiction & Other Disorders

### Emphasis in Psychology - Track B

- PSY 201 ................................................................. 3 credits
  - Foundations of Psychology
- PSY 220 ~ ................................................................. 3 credits
  - Positive Psychology: What’s Right With Me
- PSY 230 ~ ................................................................. 3 credits
  - Theories of Personality: I Think, Therefore Who Am I?
- PSY 240 ~ ................................................................. 3 credits
  - The Brain, the Body, & Mind: All Together Now
- PSY 265 ~ ................................................................. 3 credits
  - Psychology of Human Sexuality: What Turns You on and Why?
- PSY 270 ~ ................................................................. 3 credits
  - Abnormal Psychology: Abuse, Addiction & Other Disorders

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

### Additional Admission Requirements for AAPSY

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

### General Education Requirements for the AAPSY

- Communication Arts Requirement 6 credits
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
- Science & Technology Requirement 6 credits
  - (A Track must include: 3 credits in the physical or biological sciences)
  - (B Track must include: SCI 162)
- Social Science Requirement 6 credits
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)
- Humanities Requirement 6 credits
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)
- Additional Liberal Arts Requirement 3 credits
  - (A Track must include: GEN 105)
  - (B Track must include: US 101)
- Interdisciplinary Requirement 9 credits
  - (B Track must include: FP 101)
- Emphasis 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
Degree Requirements for AAPSY
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• ACE evaluated Military credits.
• Regionally or nationally accredited coursework (C- or higher grade).
• University of Phoenix Prior Learning Assessment, (15 credit limit on experiential learning; 15 credit limit on professional training).
• National Testing Programs, and
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more 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.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
• 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 AAPSY

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 ................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................................... 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Course Descriptions for the AAPSY - Track A

PSY 202 .................................................................................... 3 credits
Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 230 .................................................................................... 3 credits
Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 .................................................................................... 3 credits
The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265 .................................................................................... 3 credits
Psychology of Human Sexuality: What Turns You On and Why?
This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

PSY 270 .................................................................................... 3 credits
Abnormal Psychology: Abuse, Addiction, and Other Disorders
This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Course Descriptions for the AAPSY - Track B

PSY 201 .................................................................................... 3 credits
Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 .................................................................................... 3 credits
Positive Psychology: What’s Right With Me
How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230 .................................................................................... 3 credits
Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240 .................................................................................... 3 credits
The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.
Concentration in Psychology - Track B

PSY 201 .................................................................3 credits
Foundations of Psychology
PSY 220 .................................................................3 credits
Positive Psychology: What’s Right With Me
PSY 230 .................................................................3 credits
Theories of Personality: I Think, Therefore Who Am I?
PSY 240 .................................................................3 credits
The Brain, the Body, & Mind: All Together Now
PSY 265 .................................................................3 credits
Psychology of Human Sexuality: What Turns You on and Why?

Additional Admission Requirements for AAPSY

- Applicants must be at least 16 years of age at the time of application.
- 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 AAPSY for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

Concentration 15 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Abnormal Psychology: Abuse, Addiction, and Other Disorders
This course introduces the study of major psychological disorders as defined in the DSM-IV-TR, including their diagnoses, causes, and treatments. It covers such subjects as depression, bipolarity, anxiety, panic, somatoform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Associate of Arts in Psychology (Minnesota/Arkansas)
The following Associate of Arts/Concentration in Psychology (AAPSY) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree in Psychology includes courses in positive psychology, theories of personality, human sexuality, diversity, psychological disorders, social dynamics and the physiological and neurological bases of human behavior. In this program, students will analyze the interrelationship among leading psychological theories and evaluate how these theories differentially define and explain variations in human behavior. Students will be introduced to the research process and challenged to critically evaluate research results, theories, models, and concepts across a wide range of topics in the field of 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/aapsy.

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

Concentration in Psychology - Track A

PSY 202 .................................................................3 credits
Foundations of Psychology
PSY 220 .................................................................3 credits
Positive Psychology: What’s Right With Me
PSY 230 .................................................................3 credits
Theories of Personality: I Think, Therefore Who Am I?
PSY 240 .................................................................3 credits
The Brain, the Body, & Mind: All Together Now
PSY 265 .................................................................3 credits
Psychology of Human Sexuality: What Turns You on and Why?
General Education Requirements for the AAPSY for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

Concentration 15 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for the AAPSY

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAPSY

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAPSY

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAPSY

COM 150 .................................................................3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .................................................................3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 .................................................................3 credits

College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220 .................................................................3 credits

Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

CHM 109 .................................................................3 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 .................................................................3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

ETH 125 .................................................................3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

HIS 135 .................................................................3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

CRT 205 .................................................................3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 .................................................................3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Course Descriptions for the AAPSY - Track A

PSY 202 .................................................................3 credits

Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220 .................................................................3 credits

Positive Psychology: What's Right With Me
How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be “free”? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.
PSY 230..................................................................................... 3 credits
Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.

PSY 240..................................................................................... 3 credits
The Brain, the Body, and the Mind: All Together Now
This course provides an introduction to the examination of psychological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases.

PSY 265.................................................................................... 3 credits
Psychology of Human Sexuality: What Turns You On and Why?
This course is a comprehensive view of the psychosocial and physiological aspects of sexual health in our contemporary society. The student will have opportunities to explore numerous relevant topics including love, intimacy, and relationships; sex and marketing; sexual diseases; sexual abuse; gender identity and sex roles; and socio-cultural influences and values in decision making. The course is designed for the student to understand attitudes and behaviors as they relate to sexual well-being and integrity.

Course Descriptions for the AAPSY - Track B

PSY 201..................................................................................... 3 credits
Foundations of Psychology
This course overviews the foundations of psychology as the field applies to everyday life. The physical and mental aspects of psychology are traced through lifespan development with emphasis on psychological health and wellness. Further study focuses on personality; thinking, learning and memory; motivation and emotions; and gender and sexuality. Based in various historical traditions, the course is set in the context of contemporary psychological principles.

PSY 220..................................................................................... 3 credits
Positive Psychology: What's Right With Me
How much control does a person have over his or her thoughts, feelings, and behaviors? What does it mean to be "free"? PSY 220 offers students a contemporary and relevant approach to the study of psychology and the opportunity to learn more about themselves in the process. In this course, students evaluate, understand, and build on their psychological strengths and those of others.

PSY 230..................................................................................... 3 credits
Theories of Personality: I Think, Therefore Who Am I?
What is theory? What is personality? What is your theory of your personality? This course introduces the student to a number of personality theorists, their personalities, and their views in offering insight into the question of the self. Psychoanalytic, social, behavioral traits, biological, humanistic, and cognitive are some of the theories that will be discussed in this course.
HSM 260 ~.................................................................3 credits
Financial Management for Human Service Managers
HSM 270 ~.................................................................3 credits
Program Planning & Grant Proposal Writing in Human Services

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

Additional Admission Requirements for AAHSM

• Applicants must be at least 16 years of age at the time of application.
• 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.
• Tennessee: Students residing in Tennessee who are attending local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAHSM

Communication Arts Requirement 6 credits
(A Track must include: COM 130 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)
Concentration 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Concentration 18 credits

Degree Requirements for AAHSM

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAHSM

• All students entering associate degree programs with 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.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• 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 General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAHSM
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
• 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 AAHSM
HSM 210................................................................................... 3 credits

Human Services in the United States
This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220................................................................................... 3 credits

Human Services Administration: So You Want to Help People
This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 230 ................................................................................... 3 credits

Ethical Issues in Human Services Organizations
HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 240 ................................................................................... 3 credits

Public Policy Development in Human Services
This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 260 ................................................................................... 3 credits

Financial Management for Human Service Managers
This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270 ................................................................................... 3 credits

Program Planning and Grant Proposal Writing in Human Services
This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.

COM 150 ................................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 .................................................................3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .................................................................3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ........................................................................3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Human Services Management (Maryland-Online)

The following Associate of Arts/Emphasis in Human Services Management (AAHSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases depend on student demand and other factors. Not all programs are 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 Human Services Management emphasis focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the emphasis are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

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

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

Emphasis in Human Services Management - Track A and B

HSM 210 .................................................................3 credits

Human Services in the United States
HSM 220 .................................................................3 credits

Human Services Administration: So You Want to Help People
HSM 230 .................................................................3 credits

Ethical Issues in Human Services Organizations
HSM 240 .................................................................3 credits

Public Policy Development in Human Services
HSM 260 .................................................................3 credits

Financial Management for Human Service Managers
HSM 270 .................................................................3 credits

Program Planning & Grant Proposal Writing in Human Services

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

Additional Admission Requirements for AAHSM

• Applicants must be at least 16 years of age at the time of application.
• 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 AAHSM

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)

(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Emphasis 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
Degree Requirements for AAHSM

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphasis are reflected on the transcript only.

Academic Progression Requirements for the AAHSM

- All students entering associate degree programs with 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.
- US 101 will be required for the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General Education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AAHSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAHSM

HSM 210 .................................................................................. 3 credits

Human Services in the United States

This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220 .................................................................................. 3 credits

Human Services Administration: So You Want To Help People

This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.
HSM 230 ...................................................................................3 credits

Ethical Issues in Human Services Organizations

HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 240 ...................................................................................3 credits

Public Policy Development in Human Services

This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 260 ...................................................................................3 credits

Financial Management for Human Service Managers

This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

HSM 270 ...................................................................................3 credits

Program Planning and Grant Proposal Writing in Human Services

This course provides practical knowledge in program planning, grant proposal writing, and program evaluation. Students will examine the planning process from conceptualization to implementation and evaluation. Also discussed is how to locate private and public funding for human service programs and agencies.

COM 150 .................................................................................3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .................................................................................3 credits

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ...................................................................................3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ...................................................................................3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to-determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ...........................................................................................3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Human Services Management (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Human Services Management (AAHSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Human Services Management concentration focuses on providing a solid foundation for future workers in the industry. Some of the content is focused in the areas of human services organizations, roles of human services workers, public policy, multicultural practices, information technology, financial management, and regulatory and ethical issues. Some of the activities included in the concentration are creating care plans, developing alternative funding strategies, and determining the characteristics of good human services management.

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

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Concentration in Human Services Management - Track A and B

HSM 210 ~ ................................................................. 3 credits  
Human Services in the United States  
HSM 220 ~ ................................................................. 3 credits  
Human Services Administration: So You Want to Help People  
HSM 230 ~ ................................................................. 3 credits  
Ethical Issues in Human Services Organizations  
HSM 240 ~ ................................................................. 3 credits  
Public Policy Development in Human Services  
HSM 260 ~ ................................................................. 3 credits  
Financial Management for Human Service Managers

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

Additional Admission Requirements for AAHSM

• Applicants must be at least 16 years of age at the time of application.
• 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 AAHSM for Arkansas Students

Communication Arts Requirement 6 credits  
(A Track must include: COM 150 and COM 220)  
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits  
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits  
(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109  
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits  
(A Track must include: ETH 125)  
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135  
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits  
(A Track must include: CRT 205)  
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits  
(A Track must include: GEN 105)  
(B Track must include: US 101 and FP 101)

Concentration 15 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

General Education Requirements for the AAHSM for Minnesota Students

Communication Arts Requirement 6 credits  
(A Track must include: COM 150 and COM 220)  
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 9 credits  
(B Track must include: SCI 162)

Social Science Requirement 9 credits  
(A Track must include: ETH 125)  
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits  
(A Track must include: CRT 205)  
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits  
(A Track must include: GEN 105)  
(B Track must include: US 101 and FP 101)

Concentration 15 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for the AAHSM

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAHSM

• All students entering associate degree programs with 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.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:

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Course Descriptions for the AAHSM

HSM 210.................................................................3 credits

Human Services in the United States

This course is a foundation for studies of human services in the United States. It provides an overview of the evolution of American human services delivery systems, including historical perspectives, as well as current and future trends. It covers the role of human services workers, how needs are determined and met, and factors that affect the delivery of services such as theoretical perspectives, social policies, and government regulations. Community advocacy, prevention techniques, contemporary issues, and careers in the human services industry are also examined.

HSM 220.................................................................3 credits

Human Services Administration: So You Want to Help People

This course discusses the roles and responsibilities of administrators in human services organizations. It covers recent studies related to the changing contexts of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.

HSM 230.................................................................3 credits

Ethical Issues in Human Services Organizations

HSM 230 explores the legal and ethical environments of human service organizations. Students consider tools and traditions for ethical decision-making, the role of the leader, and the role of organizational culture in sustaining a moral vision, and the design of and need for legal and ethical oversight. Students analyze current ethical and legal dilemmas and controversies through case studies and debate.

HSM 240.................................................................3 credits

Public Policy Development in Human Services

This course focuses on the formation and execution of public policy and programs by government and private organizations within human services. Emphasis is placed on evaluative and analytical approaches for determining positive and negative characteristics of policies and programs. Students will learn to analyze and critique organizations and the policies and programs within those organizations.

HSM 260.................................................................3 credits

Financial Management for Human Service Managers

This course focuses on the conceptual understanding and practice of financial management as it applies to human service agencies. Students complete the course with a better understanding of basic accounting concepts, budgets and budgeting systems, and how to create performance measures, and the ability to analyze financial statements for the purpose of cost analysis and forecasting. Aspects of setting fees, funding and risk management are also covered.

Residency Requirements for the AAHSM

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
• 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.
<table>
<thead>
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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 150</td>
<td>Effective Essay Writing</td>
<td>3</td>
</tr>
<tr>
<td>ETH 125</td>
<td>Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>HIS 135</td>
<td>The American Experience Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>CRT 205</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
<tr>
<td>GEN 105</td>
<td>Skills for Learning in an Information Age</td>
<td>3</td>
</tr>
<tr>
<td>CHM 109</td>
<td>Introductory Chemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**Introduction to College Algebra**

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

**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.

**Introduction to Life Science with Lab**

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

**Introductory Chemistry**

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
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: Online, depending on state of residence. 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 Psychology program provides students with a strong foundation in general psychology. Students will gain insight into the cognitive and affective processes that underlie the individual human experience through an analysis of a variety of theoretical approaches related to human development and behavior. The courses in this program do not have a clinical emphasis and do not lead to professional licensure; instead, they are designed to provide supervisors, managers and other professionals with greater skills in critical thinking, communication, collaboration, and information utilization through the enhanced understanding of human psychology.

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

BSP Required Course of Study

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

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

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

Additional Admission Requirements for the BS/P

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Completion Requirements for the BS/P

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 51 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - A minimum grade point average (GPA) of 2.0.
  - All students must complete the minimum number of credits required by their degree program.
General Education Requirements for the BS/P
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
Communication Arts Requirement(s) 6 credits
Puerto Rico students may not use conversational English to satisfy Communication Arts.
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 (3) credits in the physical or biological sciences
Social Science Requirement(s) 6 credits
Nevada students must complete three (3) credits in Nevada Constitution
Interdisciplinary Requirement(s) 18 credits
Additional Liberal Arts Requirement(s) 6 credits
Puerto Rico students must take 6 credits of Spanish in place of this requirement.

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.

General Education Requirements for the BS/P for Arkansas
Students
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
Social Science Requirement(s) 9 credits
Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.
Humanities Requirement(s) 9 credits
Mathematics Requirement(s) 6 credits
Must include MTH 220.
Science & Technology Requirement(s) 9 credits
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.
Additional Liberal Arts Requirement(s) 6 credits
Interdisciplinary Requirement(s) 9 credits
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance.
Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BS/P
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
- 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 BS/P
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
Students in this program may waive a maximum of 24 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the major, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for E&I courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must have been completed and transcripted from a University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

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

Course Descriptions for the BSP

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.

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 355 .....................................................................................3 credits

Motivational Processes in Human Psychology

This course examines theories and research results pertaining to the structures (self, person, role, and event schemas) and processes (expectations, attributions, and inferences) underlying self and person perception.

PSY 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 .....................................................................................3 credits

Cognitive Psychology

This course will present an overview of cognitive psychology and its findings, theories, and approach. Cognitive psychology deals with how we acquire and use knowledge so the course will cover topics such as perception, attention, memory, language, reasoning, and problem solving.

PSY 375 .....................................................................................3 credits

Lifespan Human Development

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual, and it explores influences on human development, ranging from individual models to cross-cultural groups. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

PSY 390 .....................................................................................3 credits

Learning and Cognition

This course concerns the study of learning from the most basic associationist ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and 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 .....................................................................................3 credits

Social Psychology

This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.
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.

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.

Environmental Psychology
In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

Psychological Tests and Measurements
This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.

Elements of Clinical Psychology
This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.

Capstone Course in Psychology
This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking 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.

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.

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.

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.

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.
CHM 110 ..............................................................................................................3 credits

**Introductory Chemistry**

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ...............................................................................................................3 credits

**Fundamentals of Physics**

This course is designed to introduce students to state and local government meeting settings. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ..............................................................................................................3 credits

**The American Experience Since 1945**

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ..............................................................................................................3 credits

**State and Local Political Processes**

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

**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: Online, depending on state of residence. 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.

**Required Course of Study for the BSHS**

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

BSHS 305 ~ ........................................................................................................3 credits

*Prerequisite is for B Track only*

**BSHS 325 ~** ........................................................................................................3 credits

*Human Systems and Development*

*Prerequisite is for B Track only*

BSHS 335 ~ ........................................................................................................3 credits

*Ethics and Values for Human Service Professionals*

BSHS 345 ~ ........................................................................................................3 credits

**BSHS 355 ~** ........................................................................................................3 credits

*Delivery of Human Services: Theory and Practice*

BSHS 375 ~ ........................................................................................................3 credits

*Information Management Systems & Technology in Human Services*

BSHS 415O ~ ........................................................................................................0 credits

*Orientation to Field Experience*
<table>
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<tr>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BSHS 395 ~ Interpersonal Communication &amp; Interviewing Skills</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 405 ~ Client Assessment and Plan Development</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 415 ~ Intervention, Direct Service Delivery &amp; Case Management</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 425 ~ Administration &amp; Management of Human Service Programs</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 435 ~ Research &amp; Statistics in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 445 ~ A Survey of Crisis and Mental Health Issues and Interventions</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 465 ~ Working With Addictions</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 475 ~ Professional Development and Identity</td>
<td>3</td>
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<tr>
<td>BSHS 485 ~ Field Experience II</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 456 ~ Action Planning, Relapse Prevention &amp; Aftercare</td>
<td>3</td>
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<td>BSHS 457 ~ Concentration in Addictions</td>
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<td>BSHS 458 ~ Concentration in Gerontology</td>
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</tr>
<tr>
<td>BSHS 459 ~ Grief, Loss and End of Life Issues</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 426 ~ Concentration in Management</td>
<td>3</td>
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<tr>
<td>BSHS 427 ~ Human Services Management: Theory &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 428 ~ Critical Thinking Skills in Management Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>BSHS 429 ~ Human Services Program Design &amp; Proposal Writing</td>
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The University reserves the right to modify the required course of study.

### Additional Admission Requirements for the BSHS

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.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

### Degree Requirements for the BSHS

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 60 upper division credits.
  - A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - Students will declare a concentration at the time of enrollment.
  - The diploma awarded for this program will read as: Bachelor of Science in Human Services and will not reflect the concentration or emphasis. Concentrations and emphases are reflected on the transcript only.
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, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must enroll in the first course as outlined in the Required Course of Study for this program (BSHS 305) and are not required to enroll in the First-Year Sequence. See Preferred Sequence and Prerequisites section of policy for specific course requirements for this program.

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

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

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
(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.

Mathematics, 6 credits
Must include MTH 209 or higher

Science and Technology, 6 credits
(B Track must include: SCI 163)

Must include at least three credits in physical or biological sciences

Humanities, 6 credits
(B Track must include: HUM 114)

Social Science, 6 credits
(B Track must include: PSY 211)

Nevada students must complete three credits in Nevada Constitution

Additional Liberal Arts, 6 credits

Puerto Rico students must complete 6 credits of Spanish. Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish 1 or higher will satisfy the Spanish requirement.

Interdisciplinary Requirements, 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.

General Education Requirements for the BSHS for Arkansas Students

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

Communication Arts, 6 credits
(A Track must include: COMM 215 or higher)
(B Track must include COM 170 and COM 172)

Mathematics, 6 credits
Students attending an Arkansas campus and students attending Online, who reside in Arkansas, are required to complete MTH 220 College Algebra. The MTH 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Science and Technology, 9 credits
(B Track must include: SCI 163)
Must include: CHM 110 and PHY 101

The Science and Technology requirement may also be satisfied with any science transfer coursework with a lab component.

Humanities, 9 credits
(B Track must include: HUM 114)

Students who reside in Arkansas, are required to complete MTH 220 College Algebra. The MTH 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
The course must have been completed with a grade of "C" (2.0) or better during the effective dates of the approved articulation agreement and must be comparable in content and credits to the University course it is replacing.

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 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 305, BSHS 415, BSHS 415O, BSHS 475, BSHS 485.

Field Experience for the BSHS

The BSHS programs include two field experience courses: BSHS 415 and BSHS 475. Each field experience course is 15 weeks in length. These courses require at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2 hours per week) are provided to offer support and supervision of the student activities during their field experience.

Students in the Bachelor of Sciences in Human Services program may not enroll in BSHS 415 and BSHS 475 with other BSHS courses.

Course Description for the BSHS

BSHS 305 ........................................................................................................ 3 credits

Historical Development of Human Services: An Introduction

In this course students will learn the historical roots of human services and the creation of the human services profession. An investigation of current and historical legislation and how legislation is influenced by public and private attitudes provides a foundational understanding of basic human services ideology. A deeper exploration of economic and governance systems affecting service delivery serves to develop essential skills for understanding and interpreting historical dynamics related to advocacy and social change initiatives in human services. Analysis of historical data and exposure to the range of political perspectives facilitates a general introduction and integration to the overall experience of the human service worker’s investment in the multidimensional field. Students will complete Module 1 of the MHF training.

BSHS 325 ........................................................................................................ 3 credits

Human Systems and Development

Students will demonstrate a basic understanding of human development across the lifespan and of systems for meeting fundamental human needs. The course provides perspectives on individual roles in families, groups, and interpersonal relationships in communities, society, and organizations. Essential coursework components of human systems and development include theories of group dynamics and diversity, culture, aspects of human sexuality, social systems theory, and general processes effecting both developmental and social change. Students will complete Module 8 of the MHF training.

BSHS 335 ........................................................................................................ 3 credits

Ethics and Values for Human Service Professionals

In this course students will become familiar with ethical standards for human service workers as outlined by the National Organization for Human Services (NOHS). An emphasis is placed on understanding concepts of least intrusive intervention, least restrictive environment, facilitating client self-determination, appropriate professional boundary maintenance, and employing interdisciplinary team approaches to problem-solving. Students will demonstrate understanding of requirements for client confidentiality, electronic record keeping, and portability of client information.
BSHS 345 .................................................................3 credits

Diversity and Special Populations
The emphasis of this course is on the context of diverse social systems including roles of ethnicity, gender, sexual orientation, cultural dynamics, socio-economic status, variations of learning styles, and individual ability in evaluation and client needs assessment. To complete this course, a student must demonstrate knowledge and understanding of human limitations and capacity, and of the resilient nature of humans. The course involves an exploration of special populations to include individuals with disabilities, economically disadvantaged families and foster children, single parents including single pregnant women, displaced homemakers, individuals with barriers to educational achievement (including those with limited English proficiency), the aging and elderly, individuals preparing for nontraditional employment, tribal communities, refugees and immigrants, and underserved or hard-to-serve populations in general. Students will complete Module 9 of the MHF training.

BSHS 355 .................................................................3 credits

Delivery of Human Services: Theory and Practice
This course facilitates identification of specific human needs and conditions, which are the core of the human services profession, and the range of human service delivery systems that address them. The conditions most often encountered with addictions and chemical dependency, aging populations, crime, mental and physical illnesses, poverty, delinquency and developmental disabilities will be explored in depth. On completion of this course students will demonstrate knowledge of theory and skills necessary for employing the major models of human service delivery at individual, group and community levels with attention to global influences effecting social policy and the political and ideological perspectives on human services delivery internationally. Students will complete Module 2 of the MHF training.

BSHS 375 .................................................................3 credits

Information Management Systems & Technology in Human Services
This course provides the foundation for appropriate integration and use of information management systems crucial to the delivery of human services. Skills developed include methods of obtaining, organizing, analyzing, evaluating, maintaining and disseminating information. Domains addressed in the course involve the application of confidentiality guidelines and the appropriate use of client data, utilizing technology to assist in conducting needs assessments and basic program evaluation, and accessing research literature for advocacy and education initiatives. Basic computer skills such as word processing and the use of spreadsheets for maintaining a database are addressed along with a survey of assistive technology available for range of special needs populations.

BSHS 4150 ..............................................................0 credits

Orientation to Field Experience
This course will provide an overview of the expectations and requirements for a successful Field Experience. Students will be provided with information regarding field placement with approved sites, documentation of field experience, and requirements for supervision. Orientation is offered well in advance of the first Field Experience course, BSHS / 415 to provide students ample time for field site selection. (0 credits) Prerequisite: BSHS 375. May not be taken as Directed Study.

BSHS 385 .................................................................3 credits

Interpersonal Communication & Interviewing Skills
Human Services delivery requires expertise in communicating well with a wide range of people and groups. A key component of effective communication is the development of genuine positive regard for others, skill in establishing empathic relationships, and obtaining information needed for effective intervention with successful outcomes. This course provides knowledge of theory and practice in interpersonal communication. Students will learn skills for resolving conflict, establishing positive rapport, assisting clients in becoming clear about goals and focusing on outcomes, and practicing professional and ethical behaviors in all client interactions. Students will complete Modules 3, 4, 5 and 6 of the MHF training.

BSHS 395 .................................................................3 credits

Client Assessment and Plan Development
This course enables students to understand the process of conducting needs assessments, developing an action plan for services, implementing the action plan, and subsequent evaluation of outcomes. Students will learn the process of developing goals and measurable objectives, designing an individualized program for clients, implementing the program, and using ongoing assessment and evaluation of results to revise or modify individualized programs. Students will demonstrate competency in identifying needs, and mobilizing resources and necessary supports for assisting clients in meeting goals. Students will complete Module 10, 11 and 12 of the MHF training.

BSHS 405 .................................................................3 credits

Intervention, Direct Service Delivery & Case Management
This course provides an overview of the role of the human service worker as a change agent with a focus on the application of theory and skills necessary for providing interventions and direct service delivery to individuals and groups. Specifically, students will develop competence in professional skills such as case management, client intake and interviewing, and basic group and individual counseling techniques. Additionally, students will learn how to access resources, use consultation, and make referrals. Students will complete Module 16 of the MHF training.

BSHS 415 .................................................................3 credits

Field Experience I
This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a field placement site. Students will work in a human services setting under the supervision of a qualified professional. In addition to providing direct service, students will attend a weekly 2-hour class for faculty supervision and evaluation of core competency development. Typical activities of a field placement involve employing skills acquired so far in the program progression: conducting interviews, working directly with clients and groups, developing action plans and documenting. Students will complete Modules 13 and 14 of the MHF training.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>BSHS 425</td>
<td>Administration &amp; Management of Human Service Programs</td>
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<td>Administration and management involve components of indirect services associated with systematic delivery of direct human services. Students will learn theories of strategic planning, human resource management, strategies for evaluation and planning the development of human service organizations, elements of agency operations, risk management, budgeting, and fiscal acquisition through grant writing and contract negotiation. The emphasis of this course is on leadership development, and managing professional and volunteer staff. Additional content areas addressed in the course involve advocacy efforts and grass roots movements focused on constituency building.</td>
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<tr>
<td>BSHS 435</td>
<td>Research &amp; Statistics in Human Services</td>
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<td>This course provides an overview of research methods and appropriate use of statistics in the social sciences. A component of program development and evaluation involves knowledge of theory related to understanding research and statistics in the human services arena. 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. Statistical software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.</td>
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<tr>
<td>BSHS 445</td>
<td>A Survey of Crisis and Mental Health Issues and Interventions</td>
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<td>In this course students explore the relationship between mental health and human service delivery systems in the United States as well as global initiatives for improving the international service-base. Students will learn to define and describe the nature and process of crisis and the impact of trauma-causing events on the mental health of diverse clients. Students will compare and contrast the range of service delivery modalities and networks, including the operation of emergency management systems, and will demonstrate understanding of roles and skills needed when services are provided in emergency and crisis situations. The course facilitates development of skills necessary for assessing and managing suicide risk. Students will complete Module 15 of the MHF training.</td>
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<tr>
<td>BSHS 455</td>
<td>Working With Addictions</td>
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<td>This course introduces students to the biology of addiction, including brain reward mechanisms, the role of environment and genetics, psychodynamics, and the impact of addiction on individuals, families, and communities. The roles of addiction in society in relationship to the judicial system, treatment systems, progressive era reforms, and complications of dual diagnosis are emphasized in the course. The course examines major models of conceptualizing and integrating prevention, intervention, rehabilitation and maintenance/relapse prevention. Students will learn strategies for accessing supportive measures and case management processes for developing wrap-around action plans for service delivery to individuals and groups with addiction and chemical dependence related issues.</td>
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<tr>
<td>BSHS 465</td>
<td>Professional Development and Identity</td>
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<td>In this course students will explore processes for enhancement of self-awareness and the effect of personal style and personality on human service delivery. Students will examine personal values, cultural differences and biases, individual philosophies and belief systems then integrate this understanding of self into the development of an identity as a human service professional. Students will demonstrate strategies for cultivating self-awareness and modeling self-care. Students will investigate the value of membership in supportive professional organizations such as the National Organization for Human Services (NOHS). Students will complete Module 17 of the MHF training.</td>
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<tr>
<td>BSHS 475</td>
<td>Field Experience II</td>
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<td>This is a 15-week course requiring at least 175 hours of field experience, or an average of 12 hours per week committed to a community human services placement site. Weekly seminars (2-hours per week) are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes. This course requires accumulation of the total 350 service hours necessary for graduation from the program (the first 175 hours were compiled in BSHS/415, FE I) and demonstration of a professional attitude and disposition as evaluated in 8 domains: Professionalism, Personal Growth, Sensitivity, Flexibility, Emotional Maturity, Group Membership Skills, Accepting Feedback, and Relationship with Authority. Students will complete Modules 7 and 18 of the MHF training.</td>
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<td>BSHS 485</td>
<td>Capstone: Advocacy and Creating Social Change</td>
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<td>This course is the culmination of the BSHS program with a focus on the basic tenets of client advocacy efforts and the processes of creating social change. As human services professionals, students will demonstrate strategies for using their knowledge and skills for understanding and helping clients. The Capstone Project asks students to develop an advocacy action plan that addresses a local need they have determined utilizing a community needs assessment. Students will complete Module 19 of the MHF training.</td>
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<tr>
<td>COMM 215</td>
<td>Essentials of College Writing</td>
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<td>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.</td>
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MTH 209 .................................................................................................................. 3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts which was begun in MTH/208. 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.
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.
BSHS 457 ............................................................................................................ 3 credits
Codependence & Working with Families
In this course students will demonstrate an understanding of the impact of controlling behaviors and supporting dysfunction in relation to addictions and families. Theories of codependency are explored as a disease of loss of selfhood and an addiction resulting from an imbalance of inner and outer self-awareness. Cardinal characteristics of codependence are examined with a focus on chronic, progressive, malignant and treatable features. Students will demonstrate understanding and skill in case management and referral for treatment in addition to assisting clients with recovery goals, self-awareness, self-acceptance, self-responsibility and self-reflection with a focus on prevalence, and consequences of codependency in families.
BSHS 458 ............................................................................................................ 3 credits
Action Planning, Relapse Prevention & Aftercare
This course provides advanced skills development for the addiction and chemical dependency human service worker. Students will conduct an in-depth evaluation of various treatment approaches employed when preparing action plans with clients. An investigation of comprehensive treatment programs, community action programs, school-based programs, and public health approaches to relapse prevention and aftercare strategies will provide students an opportunity to develop and present an individualized program for a fictional client. Students will demonstrate an understanding of policy issues, managed care, private and public insurance, and advocacy for the consumer in relation to addiction and dependency issues.
Course Descriptions for the Concentration in Family and Child Services
BSHS 406 ............................................................................................................ 3 credits
Family and Social Systems: Contemporary Trends
Theories of public and private families, as differentiated by societal interaction, are explored with a focus on family systems as they exist within social systems. Micro and macro family environments are investigated. Students will examine theories involving the interconnected and interdependent features of contemporary families in a range of social systems. Topics include the family, the state, and social policy with historical perspectives from federal and state legislation. Students will debate current trends in social policy, the efficacy of social welfare systems on a global scale, and demonstrate an understanding of the concept of practical compromise. Roles of the human service worker as advocate and service provider in the family systems context will be addressed.
BSHS 407 ............................................................................................................ 3 credits
Family Violence Across the Lifespan: A Multi-Strata Problem
This course explores the phenomenon and social problem of family violence with both macro- and micro-theory explanations and an in-depth literature review. Students will demonstrate an understanding of assessment strategies, consequences and contributing factors of family violence across socio-economic strata and the full range of diverse populations experiencing family violence. Attention is focused on professional and social responses that include clinical interventions, educational initiatives within schools, and responses to the disclosure of family violence in agency and private settings. Skills to develop a human services approach to preventing family violence are enhanced in this course; students are required to outline their own personal and professional roles in the movement to end family violence.
BSHS 408............................................................................................... 3 credits  
**Childhood Abuse and Neglect**  
This course focuses on the segment of family violence involving physical child abuse, child sexual abuse and exploitation, child neglect and psychological maltreatment of children. Students will examine the scope of these problems and the characteristics of both victims and perpetrators while conducting a search for patterns and dynamics of each distinction. Students will demonstrate knowledge and understanding of reporting requirements, treatment interventions, repressed memory controversy, working within the criminal justice system and the tenets of the Children’s Justice Act addressing investigation, prosecution and judicial handling of abuse and neglect cases. Areas of focus involve various forms of each category including indicators for the range of abuses on an international scale with child labor, slavery, and child prostitution issues.

**Course Descriptions for the Concentration in Gerontology**

**BSHS 437............................................................................................... 3 credits**  
**Social Systems and Aging**  
This course traces the origins of social systems for the aging around the world, followed by an examination of program types, the effects on retirement, demographic changes, political sustainability of social programs for the aging, institutional settings and labor supply. Students will define and measure population aging by comparing and contrasting U.S. data with other countries by exploring elderly dependency and age-dependency ratios. Additional topics for discussion and demonstrated understanding by students include: the biology of aging and the pathology of memory, disengagement theory, mental health issues such as depression, suicide, and the psychology of aging, the aging family and changes in family structure, intra- and inter-generational relationships across various societies, and healthful aging ideology.

**BSHS 438............................................................................................... 3 credits**  
**Care for Aging Populations**  
The course is an exploration of various living environments for aging and elderly including retirement communities, living with relatives and/or children, independency, assisted living, the goodness-of-fit between lifestyle and housing, and managing long-term care. Students will demonstrate knowledge of segregated versus age-integrated residential settings and the impact on residents. An in-depth investigation of care-related issues across the growing aging population will include topics such as chronic illness, subsidized and un-subsidized healthcare related expenses, and needs assessment protocol. The basic model and principles of integrative, interdisciplinary healthcare is presented as the foundation for a team approach to the development of intervention plans, strategies of care, and implementation.

**BSHS 439............................................................................................... 3 credits**  
**Grief, Loss and End of Life Issues**  
In this course students will learn strategies for facilitating the transition from curative measures to palliative care for the relief of emotional/psychological distress, pain, and a range of physical symptoms. Core competencies involve demonstrated learning of methods for anticipating the demands of end-of-life caregiving including advanced directives, 24/7 services, hospice case management, care and placement options, and easing the common challenges as individuals and families move from care and grief modalities to acceptance and healing.

Students will demonstrate understanding of patient and caregiver needs and roles in late life care with topics that include: practical care assistance and early preparation, referral for financial and legal assistance, comfort and dignity issues, respite care, grief support, focusing on client values and concerns, and addressing family conflict.

**Course Descriptions for the Concentration in Management**

**BSHS 426............................................................................................... 3 credits**  
**Human Services Management: Theory & Practice**  
This course traces the historical context of human services management as it relates to current theory and practice. Students will examine strategies for managing an integrated, diverse workforce and prepare to be generalists, understanding the scope of leading an organization with commonly encountered agency pressures. Students will employ learned management practices to inspect, distinguish, and measure the important attributes of program management and supervision. By demonstrating a basic understanding of organizational behavior and the challenges of embracing workforce diversity, dynamic systems change, performance evaluation and effective communication with a range of Para-professional and professionals, students will explore their roles as managers in the growing human services field.

**BSHS 427............................................................................................... 3 credits**  
**Critical Thinking Skills in Management Decision Making**  
This course will familiarize students with strategies related to making sustainable decisions. Techniques used to make decisions, solve problems and lead environments will be explored. Concepts of strategic planning, organizing and leading are examined to link these basic principles to create a healthy and thriving workplace environment. Specific details to human services are considered and methods for service delivery to needs-based populations and the workers who serve in this capacity. Students are introduced to, and will demonstrate understanding of, the Six Sigma elements and five-step approach for process improvement.

**BSHS 428............................................................................................... 3 credits**  
**Human Services Program Design & Proposal Writing**  
This course introduces students to the purposes, challenges and benefits of program design and grant writing. Students will review components of each and conduct a needs assessment and develop a business case for implementation on program design. Special attention will be given to research for finding available funding sources and how to form important partnerships. Students explore the methods of research using quantitative, qualitative and mixed-method program design concepts. Students will examine concepts of logic models and their impact on people, processes, and conditions related to program design. Using a specific framework, learners will uncover funding possibilities and use tools to prepare for the rigor related with grant writing. Resources and tools to secure funding for state, federal and private human services programs and agencies are examined. Students will be introduced to the processes, obstacles and costs associated to grant writing and program design.
The foundation of today’s technological world is rooted in the natural sciences. As part of any academic program, studying the natural sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop the critical thinking, independent thinking, and problem solving skills that form the basis for lifelong learning.

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

**Associate of Arts/Concentration in Health Care Administration**

The following Associate of Arts/Concentration in Health Care Administration (AAHCA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree in Health Care Administration concentration focuses on health care organizations, roles of health care workers, public policy, information technology, financial management, and regulatory and ethical issues of health care. Students will discuss current strengths, weaknesses, and challenges of the U.S. health care system. Students will also critically examine the current state of health and disease, health care’s laws and ethics, the psychology of health, and financial operations of the health care system.

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

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

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

**Concentration in Health Care Administration - Track A and B**

- **HCA 210** ~ Introduction to Health Care: Riding the Fourth Wave - 3 credits
- **HCA 220** ~ The Language of Health Care - 3 credits
- **HCA 230** ~ Communication Skills for Health Care Professionals - 3 credits
- **HCA 240** ~ Health & Diseases: Understanding Pathos of Pathology - 3 credits
- **HCA 250** ~ The Psychology of Health - 3 credits
- **HCA 270** ~ Financial Matters for Health Care Professionals - 3 credits

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

**Additional Admission Requirements for AAHCA**

- Applicants must be at least 16 years of age at the time of application.
- 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.
- **Tennessee:** Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAHCA**

- Communication Arts Requirement 6 credits (A Track must include: COM 150 and COM 220) (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
- Science & Technology Requirement 6 credits (A Track must include: 3 credits in the physical or biological sciences) (B Track must include: SCI 162)
- Social Science Requirement 6 credits (A Track must include: ETH 125) (B Track must include: PSY 201 and ETH 125)
- Humanities Requirement 6 credits (A Track must include: CRT 205) (B Track must include: HLM 111)
- Additional Liberal Arts Requirement 3 credits (A Track must include: GEN 105) (B Track must include: US 101)
- Interdisciplinary Requirement 9 credits (B Track must include: FP 101)
- Concentration 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

**Degree Requirements for AAHCA**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAHCA
• All students entering associate degree programs with 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.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• 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 General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAHCA
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripts from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
• 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 AAHCA
HCA 210 .................................................................................. 3 credits
Introduction to Health Care: Riding the Fourth Wave
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.
HCA 220 .................................................................................. 3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 230 .................................................................................. 3 credits
Communication Skills for Health Care Professionals
This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.
HCA 240 .................................................................................. 3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.
HCA 250 ................................................................. 3 credits

The Psychology of Health
In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.

HCA 270 ................................................................. 3 credits

Financial Matters for Health Care Professionals
This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.

COM 150 ................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Health Care Administration (Maryland-Online)

The following Associate of Arts/Emphasis in Health Care Administration (AAHCA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts Degree in Health Care Administration emphasis focuses on health care organizations, roles of health care workers, public policy, information technology, financial management, and regulatory and ethical issues of health care. Students will discuss current strengths, weaknesses, and challenges of the U.S. health care system. Students will also critically examine the current state of health and disease, health care’s laws and ethics, the psychology of health, and financial operations of the health care system.

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

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

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Emphasis in Health Care Administration - Track A and B

HCA 210 ................................................................. 3 credits
Introduction to Health Care: Riding the Fourth Wave

HCA 220 ................................................................. 3 credits
The Language of Health Care

HCA 230 ................................................................. 3 credits
Communication Skills for Health Care Professionals

HCA 240 ................................................................. 3 credits
Health & Diseases: Understanding Pathos of Pathology

HCA 250 ................................................................. 3 credits
The Psychology of Health

HCA 270 ................................................................. 3 credits
Financial Matters for Health Care Professionals

The University reserves the right to modify the required course of study.
Additional Admission Requirements for AAHCA

- Applicants must be at least 16 years of age at the time of application.
- 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 AAHCA

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)
Emphasis 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAHCA

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAHCA

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AAHCA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.

The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).

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 AAHCA

HCA 210...................................................................................3 credits
Introduction to Health Care: Riding the Fourth Wave
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCA 220...................................................................................3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 230...................................................................................3 credits
Communication Skills for Health Care Professionals
This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCA 240...................................................................................3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCA 250...................................................................................3 credits
The Psychology of Health
In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.

HCA 260...................................................................................3 credits
HCA 270...................................................................................3 credits
Financial Matters for Health Care Professionals
This course is designed as an introduction to the terminology, processes, functions, and financial reports commonly encountered in health care operations. This course introduces the concepts of basic managerial financial functions, such as budgeting, reimbursement methods, and the responsibilities of health care financial management.

COM 150 ...................................................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .................................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ...................................................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ...................................................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ...................................................................................3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
The Associate of Arts/Concentration in Health Care Administration/Medical Records program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree in Health Care Administration with emphasis in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

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/aahca-mr.

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

Note: Associate of Arts/Health Care Administration-Medical Records information, please visit our website at http://www.phoenix.edu/programs/aahca-mr.

### Concentration in Health Care Administration/Medical Records - Track A and B

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HCA 220 ~</td>
<td>3 credits</td>
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<tr>
<td>The Language of Health Care</td>
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<tr>
<td>HCA 240 ~</td>
<td>3 credits</td>
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<tr>
<td>Health &amp; Diseases: Understanding Pathos of Pathology</td>
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<tr>
<td>HCR 210 ~</td>
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<tr>
<td>Patient Records: Keeping it Real</td>
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</tbody>
</table>

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

### Additional Admission Requirements for AAHCA/MR

- Applicants must be at least 16 years of age at the time of application.
- 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.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

### General Education Requirements for the AAHCA/MR

**Communication Arts Requirement 6 credits**

- (A Track must include: COM 150 and COM 220)
- (B Track must include: COM 155 and COM 156)

**Mathematics Requirement 6 credits**

- Science & Technology Requirement 6 credits
  - (A Track must include: 3 credits in the physical or biological sciences)
  - (B Track must include: SCI 162)

**Social Science Requirement 6 credits**

- (A Track must include: ETH 125)
- (B Track must include: PSY 201 and ETH 125)

**Humanities Requirement 6 credits**

- (A Track must include: CRT 205)
- (B Track must include: HUM 111)

**Additional Liberal Arts Requirement 3 credits**

- (A Track must include: GEN 105)
- (B Track must include: LIS 101)

**Interdisciplinary Requirement 9 credits**

- (A Track must include: 3 credits in the physical or biological sciences)
- (B Track must include: FP 101)

**Concentration 18 credits**

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

### Degree Requirements for AAHCA/MR

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.
**Academic Progression Requirements for the AAHCA/MR**

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
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- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Residency Requirements for the AAHCA/MR**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
- 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 AAHCA/MR**

HCA 220...................................................................................3 credits

**The Language of Health Care**
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240...................................................................................3 credits

**Health & Diseases: Understanding Pathos of Pathology**
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCR 210 ...................................................................................3 credits

**Patient Records: Keeping it Real**
Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220 ...................................................................................3 credits

**Claims Preparation I: Clean Bills of Health**
Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230 ...................................................................................3 credits

**Claims Preparation II: Footing the Bills**
This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.
HCR 240 ......................................................... 3 credits
**Computerizing Medical Data: The Paper Chase Goes Techno**
This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, Medisoft™ also applies to managing patients’ health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000® or Windows XP® operating system.

COM 150 ............................................................... 3 credits
**Effective Essay Writing**
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ............................................................... 3 credits
**Research Writing**
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ............................................................... 3 credits
**Cultural Diversity**
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ............................................................... 3 credits
**Critical Thinking**
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ............................................................... 3 credits
**Skills for Learning in an Information Age**
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Health Care Administration/Medical Records (Maryland-Online)**

The following Associate of Arts/Emphasis in Health Care Administration/Medical Records (AAHCA/MR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts Degree in Health Care Administration with emphasis in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

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/aahca-mr.

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

**Note:** Associate of Arts/Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

**Emphasis in Health Care Administration/Medical Records-Track A and B**

HCA 220 ~ ......................................................... 3 credits
The Language of Health Care

HCA 240 ~ ......................................................... 3 credits
Health & Diseases: Understanding Pathos of Pathology

HCR 210 ~ ......................................................... 3 credits
Patient Records: Keeping it Real

HCR 220 ~ ......................................................... 3 credits
Claims Preparation I: Clean Bills of Health

HCR 230 ~ ......................................................... 3 credits
Claims Preparation II: Footing the Bills

HCR 240 ~ ......................................................... 3 credits
Computerizing Medical Data: The Paper Chase Goes Techno

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

**Additional Admission Requirements for AAHCA/MR**

- Applicants must be at least 16 years of age at the time of application.
- 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 AAHCA/MR

Communication Arts Requirement 6 credits
  (A Track must include: COM 150 and COM 220)
  (B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
  (A Track must include: 3 credits in the physical or biological sciences)
  (B Track must include: SCI 162)
Social Science Requirement 6 credits
  (A Track must include: ETH 125)
  (B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
  (A Track must include: CRT 205)
  (B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
  (A Track must include: GEN 105)
  (B Track must include: US 101)
Interdisciplinary Requirement 9 credits
  (B Track must include: FP 101)
Emphasis 18 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAHCA/MR

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAHCA/MR

- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 and an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AAHCA/MR

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
• 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 AAHCA/MR

HCA 220 .................................................................................. 3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 .................................................................................. 3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCR 210................................................................................... 3 credits
Patient Records: Keeping it Real
Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220................................................................................... 3 credits
Claims Preparation I: Clean Bills of Health
Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230................................................................................... 3 credits
Claims Preparation II: Footing the Bills
This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

HCR 240................................................................................... 3 credits
Computerizing Medical Data: The Paper Chase Goes Techno
This medical records capstone course enables students to develop career skills in computerizing data through application of a software program widely used in health care. While popular for medical billing and collections, MedisoftTM also applies to managing patients’ health care information, scheduling, correspondence, and a variety of reports. This course requires a PC with Windows 2000® or Windows XP® operating system.

COM 150 .................................................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .................................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 .................................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .................................................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 .................................................................................. 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
The following Associate of Arts/Concentration in Health Care Administration (AAHCA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree in Health Care Administration concentration focuses on health care organizations, roles of health care workers, public policy, information technology, financial management, and regulatory and ethical issues of health care. Students will discuss current strengths, weaknesses, and challenges of the U.S. health care system. Students will also critically examine the current state of health and disease, health care’s laws and ethics, the psychology of health, and financial operations of the health care system.

For students residing in Arkansas: 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/aahca-ar.

For students residing in Minnesota: 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/aahca-mn.

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

Note: This is not a nursing program nor will the courses included in this program fully prepare a student to enter a nursing program.

Concentration in Health Care Administration - Track A and B

**HCA 210 ~** Introduction to Health Care: Riding the Fourth Wave 3 credits
**HCA 220 ~** The Language of Health Care 3 credits
**HCA 230 ~** Communication Skills for Health Care Professionals 3 credits
**HCA 240 ~** Health & Diseases: Understanding Pathos of Pathology 3 credits
**HCA 250 ~** The Psychology of Health 3 credits

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

### Additional Admission Requirements for AAHCA

- Applicants must be at least 16 years of age at the time of application.
- 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 AAHCA for Arkansas Students

- **Communication Arts Requirement 6 credits**
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)

- **Mathematics Requirement 6 credits**
  - Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
  - (A Track must include: MAT 219 and MAT 220)
  - (B Track must include: SCI 162)

- **Science & Technology Requirement 9 credits**
  - (A Track must include: SCI 162)
  - (B Track must include: BIO 100 and CHM 109)

- **Humanities Requirement 9 credits**
  - The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)

  - (Must include: HIS 135)
  - HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

- **Social Science Requirement 9 credits**
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)

- **Additional Liberal Arts Requirement 6 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: US 101 and FP 101)

- **Concentration 15 credits**

  - Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

### General Education Requirements for the AAHCA for Minnesota Students

- **Communication Arts Requirement 6 credits**
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)

- **Mathematics Requirement 6 credits**
  - Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
  - (A Track must include: MAT 219 and MAT 220)
  - (B Track must include: SCI 162)

- **Science & Technology Requirement 9 credits**
  - (A Track must include: SCI 162)
  - (B Track must include: BIO 100 and CHM 109)

- **Humanities Requirement 9 credits**
  - The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)

  - (Must include: HIS 135)
  - HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

- **Social Science Requirement 9 credits**
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)

- **Additional Liberal Arts Requirement 6 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: US 101 and FP 101)

- **Concentration 15 credits**

  - Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
Degree Requirements for the AAHCA
The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAHCA

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAHCA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAHCA

HCA 210 ................................................................................. 3 credits
Introduction to Health Care: Riding the Fourth Wave
This course provides a broad overview of the United States health care system. The historical evolution of the business of health care is examined. The student will explore management concepts and workforce opportunities within the health care industry.

HCA 220 ................................................................................. 3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.
HCA 230.................................................................3 credits
Communication Skills for Health Care Professionals
This course offers the student the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. The student will discuss social and cultural influences on communication efforts, examine channels of communication including internal, external, and technology related communication, and the impact of consumer and interdisciplinary communication.

HCA 240.................................................................3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCA 250.................................................................3 credits
The Psychology of Health
In this course, the student is introduced to the psychological factors that relate to maintaining a healthy workplace. The course also exposes the student to management elements of cultural diversity, collaboration, and healthy behaviors.

COM 150 ...............................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ...............................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 ...............................................................3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 100 ...............................................................4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ...............................................................3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ...............................................................3 credits
The American Experience Since 1945
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

ETH 125 ...............................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ...............................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 .......................................................... 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Health Care Administration/Medical Records (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Health Care Administration/Medical Records (AAHCA/MR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree in Health Care Administration with emphasis in Medical Records lays a foundation for further study in health care at the undergraduate level. Topics focus on medical terminology related to disease diagnosis and treatment, patient information management, and medical claims processing. Software instruction synthesizes a variety of records processes common in medical facilities.

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/aahca-mr.

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

Note: Associate of Arts/Health Care Administration-Medical Records provides foundation skills in medical record keeping. However, it does not lead to certification in medical coding practice or any other related practice.

Concentration in Health Care Administration/Medical Records-

Track A and B

HCA 220 ~ .......................................................... 3 credits
The Language of Health Care
HCA 240 ~ .......................................................... 3 credits
Health & Diseases: Understanding Pathos of Pathology
HCR 210 ~ .......................................................... 3 credits
Patient Records: Keeping it Real
HCR 220 ~ .......................................................... 3 credits
Claims Preparation I: Clean Bills of Health
HCR 230 ~ .......................................................... 3 credits
Claims Preparation II: Footing the Bills

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

Additional Admission Requirements for AAHCA/MR

• Applicants must be at least 16 years of age at the time of application.
• 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 AAHCA/MR for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: HCR 240
Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

Concentration 15 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

COLLEGE OF NATURAL SCIENCES

University of Phoenix, 2012-2013
General Education Requirements for the AAHCA/MR for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

Concentration 15 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for the AAHCA/MR

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAHCA/MR

• All students entering associate degree programs with 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.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• 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 General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAHCA/MR

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
• 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 AAHCA/MR

HCA 220 ................................................................. 3 credits
The Language of Health Care
This course offers the student engagement and interaction with the dynamic language of health care. Through comprehensive discussions and activities, the student will have the opportunity to be immersed in the words used in health care. This course requires a microphone and speakers or headphones for recording and listening to digital audio files.

HCA 240 ................................................................. 3 credits
Health & Diseases: Understanding Pathos of Pathology
This course introduces the student to the basic principles of illness and disease commonly seen in the health care environment. Topics may include infectious and noninfectious diseases, environmental health, and the promotion of good health practices. In addition, students will be introduced to common disease and medical procedure terminology.

HCR 210 ................................................................. 3 credits
Patient Records: Keeping it Real
Documenting patients’ health information is central to the continuity of medical care and the collection of medical data. This course examines the content, development, format, routing, filing, and storage of patient records. Settings include hospitals, physicians’ offices and alternate care facilities. Students review uses of health data and legal aspects of health information management.

HCR 220 ................................................................. 3 credits
Claims Preparation I: Clean Bills of Health
Medical records processing revolves around insurance and reimbursement. This course focuses on the background, knowledge and skills related to basic billing duties, HIPAA regulations, patient encounters, and the preparation, compliance, and transmission of claims. Students are introduced to the history, current state and future direction of the major diagnostic and procedural coding systems.

HCR 230 ................................................................. 3 credits
Claims Preparation II: Footing the Bills
This course continues medical records processing instruction. Topics focus on the background, knowledge and skills related to private payers, Medicare, Medicaid, Tricare, Champva, workers compensation and disability. Claims processing includes payments, appeals, and secondary claims; patient billing and collections; hospital billing and reimbursement.

COM 150 .............................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .............................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises focus on confused words, modifiers, parallel structure, and sentence variety.

MAT 219 ............................................................... 3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 100 ............................................................... 4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ............................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 .............................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.
ETH 125 ................................................................. 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................. 3 credits

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Bachelor of Science in Environmental Science**

The following Bachelor of Science in Environmental Science (BS/EVS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 degree with primary majors in natural sciences and history is designed to provide students interested in teaching in elementary, secondary, or postsecondary education with substantive academic content in biology, environmental science, or history as the discipline of their choice. The degree prepares students for teaching opportunities in elementary and secondary education after completion of additional methodology courses required for teacher certification in all states. The degree also provides an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in natural science or history at most colleges and universities. Secondary concentrations are designed to provide an interdisciplinary component that will increase the student’s breadth of learning. The degree will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity.

The Bachelor of Science in Environmental Science is designed to provide students with a comprehensive understanding of the relationship between scientific principles and the environment. Topics will include biological and ecological fundamentals, the environment and society, environmental management and law, global health, risk assessment, ethics, and technology.

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

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

**BS/EVS Required Course of Study - Environmental Science Major**

**GEN 200** ................................................................. 3 credits

Foundations for General Education and Professional Success

**Major Courses-Lower Division**

**BIO 101** ................................................................. 3 credits

Principles of Biology

**CHM 110** ................................................................. 3 credits

Introductory Chemistry

**ENV 100** ................................................................. 3 credits

Principles of Environmental Science

**GEN 200** ................................................................. 3 credits

Foundations for General Education and Professional Success

**SCI 256** ................................................................. 3 credits

Conservation Biology

Students must choose one course from the list below:

**SCI 209** ................................................................. 3 credits

Oceanography

**GEO 215** ................................................................. 3 credits

Geography

**BIO 240** ................................................................. 3 credits

General Biology

**BIO 204** ................................................................. 3 credits

Principles of Biology

**BIO 315** ................................................................. 3 credits

Ecology and Evolution

**BIO 316** ................................................................. 3 credits

Environmental Risk Assessment

**BIO 320** ................................................................. 3 credits

Environmental Toxicology

**BIO 325** ................................................................. 3 credits

Environmental Economics

**SCI 362** ................................................................. 3 credits

Environmental Issues and Ethics

**ECO 370** ................................................................. 3 credits

Environmental Risk Assessment

**SCI 209** ................................................................. 3 credits

Oceanography
Students must choose one course from the list below:

- ENV 315 ~.............................................. 3 credits
- Global Change
- ENV 310 ~.............................................. 3 credits
- Environmental Management
- ENV 330 ~.............................................. 3 credits
- Global Environmental Health
- ENV 430 ~.............................................. 3 credits
- Environmental Technology
- ENV 431 ~.............................................. 3 credits
- Public Policy Analysis
- SUS 300 ~.............................................. 3 credits
- Environmental Sustainability
- BIO 325 ~.............................................. 3 credits
- Economic Botany
- ENV 350 ~.............................................. 3 credits
- Water and Wastewater Treatment Technology
- ENV 400 ~.............................................. 3 credits
- Watershed Hydrology
- Environmental Sustainability

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

Focus Study -15 credits

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Electives -27 credits

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Environmental Science degree.

Electives -12 credits (for Arkansas students only)

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Environmental Science degree.

Additional Admission Requirements BS/EVS

- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BS/EVS

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - All students must meet the General Education areas approved by the university.
  - Completion of a fifteen (15) credit Focus Study.
  - A minimum grade point average (GPA) of 2.0.
  - Students may choose additional elective credits to fulfill upper division and elective requirements.
  - All undergraduate students are required to complete the minimum general education credits required by their program version.
  - The diploma awarded for this program will read as: Bachelor of Science in Environmental Science and will not reflect the Focus Study.

General Education Requirements for the BS/EVS

- Communication Arts Requirement(s) 6 credits
  - Must include COMM 215, equivalent or higher
- Puerto Rico students may not use conversational English to satisfy Communication Arts
- Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus.
- Mathematics Requirement(s) 9 credits
  - Must include MTH 209 and STAT 167, equivalent or higher
- Social Science Requirement(s) 6 credits
  - Must include HIS 311 in Nevada only
- Science & Technology Requirement(s) 6 credits
  - Must include at least three credits in the physical or biological sciences
- Humanities Requirement(s) 6 credits
  - Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
**General Education Requirements for Arkansas students for the BS/EVS**

Communication Arts Requirement(s) 6 credits  
*Must include COMM 215, equivalent or higher*

Mathematics Requirement(s) 9 credits  
*Must include STAT 167, equivalent or higher*  
*Must include MTH 220.*

Social Science Requirement(s) 9 credits  
*Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.*

Science & Technology Requirement(s) 9 credits  
*Must include at least three credits in the physical or biological sciences*  
*Must include PHY 101 or equivalent transfer coursework with a lab component.*

Humanities Requirement(s) 9 credits  
Additional Liberal Arts 6 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

**Academic Progression Requirements for the BS/EVS**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content 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.

Students must declare a Focus Study within 84 applied credits of program.

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

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

**Residency Requirements and Course Waivers for the BS/EVS**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the required course of study may not be waived: GEN 200

Course Descriptions for the BS/EVS

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.

BIO 101 ..................................................................................... 3 credits

Introduction to Biology

This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.

CHM 110 ..................................................................................... 3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

ENV 100 ..................................................................................... 3 credits

Principles of Environmental Science

This course will provide students with the scientific principles, concepts, and methodologies that are required to identify and analyze risks associated with environmental problems, and examine alternative solutions for resolving or preventing these problems.

GLG 220 ..................................................................................... 3 credits

Physical Geology

This course will introduce the key concepts of geology by examining the Earth and the processes that take place within it. Topics will include historical geology, rocks and minerals, plate tectonics, igneous activity, mass wasting, weathering and erosion systems.

SCI 256 ..................................................................................... 3 credits

People, Science and the Environment

This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution are interrelated. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.

BIO 280 ..................................................................................... 3 credits

Conservation Biology

This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.

SCI 209 ..................................................................................... 3 credits

Oceanography

This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

GEO 215 ..................................................................................... 3 credits

Geography

This course will examine the key concepts of geography and the interactions between human life and the environment. Topics will include population, urbanization, economic and cultural landscapes, physical landscapes, and world climate.

BIO 240 ..................................................................................... 3 credits

General Biology

This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

BIO 204 ..................................................................................... 3 credits

Plant Physiology

This course will examine the key concepts of plant physiology. Topics will include the structure and function of plants, growth and development, water transport, mineral nutrition, photosynthesis, and plant metabolism.

BIO 315 ..................................................................................... 3 credits

Ecology and Evolution

This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

ENV 320 ..................................................................................... 3 credits

Environmental Law

This course explores the administrative regulations and policies that are requisite to environmental protection. Federal, state, and local policies will be examined.
Environmental Issues and Ethics

This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.

SCI 362 ................................................................. 3 credits

Environmental Economics

This course applies the theoretical economic tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.

ECO 370 ................................................................. 3 credits

Environmental Toxicology

The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.

ENV 410 ................................................................. 3 credits

Environmental Risk Assessment

This course provides an overview of the basic concepts of human and ecological risk assessment. Students evaluate various components of risk assessment, including human health, environmental, occupational, ecological, and risk management. Significant case studies are used to illustrate the assessment process.

ENV 420 ................................................................. 3 credits

Global Change

This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

ENV 310 ................................................................. 3 credits

Environmental Management

This course examines environmental problems from a local, national, and international perspective. Federal legislation will be reviewed on air pollution and water quality. Students will be introduced to control techniques for treating air and water, and the emerging environmental issues such as global climate changes, bioterrorism, organic pollutants, and industrial ecology.

ENV 330 ................................................................. 3 credits

Global Environmental Health

This course explores the impact of industrialization and development on the global environment. Students will be provided an overview of scientific and policy issues of global environmental health.

ENV 430 ................................................................. 3 credits

Environmental Technology

This course presents students with the current and emerging technologies that are available for the management of the environment. Environmental factors will be examined for the proper selection and application of these technologies.

ENV 431 ................................................................. 3 credits

Public Policy Analysis

This course will examine the fundamentals of public policy analysis to the environment. Students will explore the management of public policy issues related to land use and urbanization, ecosystem preservation, global analysis, and policy making.

SUS 300 ................................................................. 3 credits

Environmental Sustainability

Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and energy efficient home or building design.

BIO 325 ................................................................. 3 credits

Economic Botany

This course focuses on the economic uses of plants from international, historical, environmental and contemporary perspectives. Economic uses include plant textiles, spices, herbs, perfumes, oils, waxes, beer, coffee, tea, wine, chocolate, marijuana, psychedelics, fuel algae, and fungi.

ENV 350 ................................................................. 3 credits

Water and Wastewater Treatment Technology

This course will introduce students to water and wastewater treatment technology. Topics will include drinking-water treatment and distribution, wastewater collection and treatment, and water reuse.

ENV 400 ................................................................. 3 credits

Watershed Hydrology

This course will introduce students to the water cycle and freshwater management. Topics will include examination of bodies of water, geology and soil properties, the water cycle, groundwater flow, pollution effects, and government involvement.

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.

STAT 167 ............................................................ 3 credits

Statistics for Life Sciences

This course will examine the concepts of statistics leading to the application of these concepts to the life sciences. Topics will include populations and samples, random sampling, probabilities, distributions, and confidence intervals.
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.

MTH 209 .................................................................................. 3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to 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.

HIS 311 ..................................................................................... 3 credits
Nevada and U.S. Constitution
This course is a study of the history and development of the Nevada and U.S. Constitutions, particularly during the 20th Century. The historical, political, economic, and social foundations upon which the U.S. Constitution was built and the philosophies of the proponents and opponents to its adoption are analyzed. Selected provisions of the Nevada Constitution and, in particular, Article 1 of the Declaration of Rights are also analyzed. (Nevada students only.)

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.

PHY 101 .................................................................................. 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principles of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ..................................................................................... 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 .................................................................................... 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Bachelor of Science in Biological Science
The following Bachelor of Science in Biological Science (BS/BIO) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

The Bachelor of Science in Biological Science degree is designed to provide students with substantive academic content in the discipline of their choice. After completion of additional methodology courses required for teacher certification in all states, the program may assist in the preparation of students for teaching opportunities in elementary and secondary education. The degree may also provide an academic foundation for students interested in pursuing further graduate education necessary for postsecondary teaching positions in natural science or history at most colleges and universities. Focused studies are designed to provide an interdisciplinary component that will increase the student's breadth of learning. The program will provide workers in business and government, as well as education, with learning that promotes critical thinking, information utilization, collaboration, communication, and analytical skills essential to effective and efficient work productivity.

The Bachelor of Science in Biological Science is designed to provide students with a comprehensive understanding of the relationship between the life sciences and the environment. Topics will include biological and ecological fundamentals, the environment and society, plant physiology, zoology, microbiology, toxicology, and ethics.

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.**

Courses requiring prerequisites are identified by a ~ symbol following the course number.
BS/BIO Required Course of Study - Biological Science Major

GEN 200  ................................................................. 3 credits
Foundations for General Education and Professional Success

**Major Courses-Lower Division**

BIO 101 ~ ............................................................. 3 credits
Principles of Biology
PHY 101 ~ ............................................................. 3 credits
Fundamentals of Physics
CHM 110 ~ ............................................................ 3 credits
Introductory Chemistry
GLG 150  ............................................................... 3 credits
Exploration of Earth Sciences
BIO 240 ~ ............................................................. 3 credits
General Biology
SCI 256 ~ ............................................................... 3 credits
People, Science and the Environment

*Students must choose one course from the list below:*

SCI 151 ~ ............................................................. 3 credits
Astronomy
BIO 204 ~ ............................................................. 3 credits
Plant Physiology
SCI 209 ~ ............................................................... 3 credits
Oceanography
BIO 280 ~ ............................................................. 3 credits
Conservation Biology

**Major Courses- Upper Division**

BIO 315 ~ ............................................................. 3 credits
Ecology and Evolution
BIO 330 ~ ............................................................. 3 credits
Invertebrate Zoology
BIO 335 ~ ............................................................. 3 credits
Entomology
BIO 340 ~ ............................................................. 3 credits
Microbiology
BIO 405 ~ ............................................................. 3 credits
Human Biology
BIO 410 ~ ............................................................. 3 credits
Genetics

*Students must choose one course from the list below:*

ENV 315 ~ ............................................................. 3 credits
Global Change
SCI 362 ~ ............................................................. 3 credits
Environmental Issues and Ethics
BIO 402 ~ ............................................................. 3 credits
Immunology
ENV 410 ~ ............................................................. 3 credits
Environmental Toxicology
BIO 325 ~ ............................................................. 3 credits
Economic Botany

**Focus Study - 15 credits**

To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

**Electives - 27 credits**

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Biological Science degrees.

**Electives - 12 credits (for Arkansas students only)**

Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Science in Biological Science degrees. The University reserves the right to modify the required course of study.

**Additional Admission Requirements BS/BIO**

- 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.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
Degree Requirements for the BS/BIO

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.
  - All students must meet the General Education areas approved by the university.
  - Completion of a fifteen (15) credit Focus Study.
  - A minimum program grade point average (GPA) of 2.0.
- Students may choose additional elective credits in order to fulfill the required upper division and elective requirements.
- All students must complete the minimum number of credits required by their degree program.
- All undergraduate students are required to complete the minimum general education credits required by their program version.

General Education Requirements for the BS/BIO

Communication Arts Requirement(s) 6 credits
Must include COMM 215, equivalent or higher

Puerto Rico students may not use conversational English to satisfy Communication Arts

Oregon campus students must use writing courses to complete the 6 credits of Communication Arts. This does not include Oregon students attending the Online Campus.

Mathematics Requirement(s) 9 credits
Must include MTH 209 and STAT 167, equivalent or higher

Social Science Requirement(s) 6 credits
Must include at least three credits in the physical or biological sciences

Humanities Requirement(s) 6 credits
Must include COMM 215, equivalent or higher

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.

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BS/BIO

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.
- Students must declare a Focus Study within 84 applied credits of the required general education and lower division courses.

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.

General Education Requirements for Arkansas students for the BS/BIO

Communication Arts Requirement(s) 6 credits
Must include COMM 215, equivalent or higher

Mathematics Requirement(s) 9 credits
Must include MTH 209 and STAT 167, equivalent or higher

Social Science Requirement(s) 6 credits
Must include at least three credits in the physical or biological sciences

Humanities Requirement(s) 6 credits
Must include US History or Government content.

Science & Technology Requirement(s) 9 credits
Must include at least one credit in physical or biological science with a lab component.

Additional Liberal Arts 6 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BS/BIO

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.
- Students must declare a Focus Study within 84 applied credits of the required general education and lower division courses.

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.

General Education Requirements for the BS/BIO

Communication Arts Requirement(s) 6 credits
Must include COMM 215, equivalent or higher

Mathematics Requirement(s) 9 credits
Must include MTH 209 and STAT 167, equivalent or higher

Social Science Requirement(s) 6 credits
Must include at least three credits in the physical or biological sciences

Humanities Requirement(s) 6 credits
Must include US History or Government content.

Science & Technology Requirement(s) 9 credits
Must include at least one credit in physical or biological science with a lab component.

Additional Liberal Arts 6 credits

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BS/BIO

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.
- Students must declare a Focus Study within 84 applied credits of the required general education and lower division courses.

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.
Residency Requirements and Course Waivers for the BS/BIO

The University requires that the majority of coursework in the major and focus be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of thirty (30) upper division credits at the University. Students in this program may waive a maximum of fifteen (15) credits from their major and focus on the basis of regionally or approved nationally accredited transferable coursework. Prior learning credit and military credits may not be used to waive coursework.

In order to be granted a waiver for a course in the major and focus, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

In order to be granted a waiver, without credit, for a course in the major or focus, 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

Course Descriptions for the BS/BIO

BIO 101 .................................................................3 credits
Introduction to Biology
This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.

PHY 101 .................................................................3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

CHM 110 .................................................................3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

GLG 150 .................................................................3 credits
Exploration of the Earth Sciences
This course focuses on the dynamic forces impacting Earth’s environment. It is a study of the major constructs in geology, oceanography, meteorology, and astronomy collectively called Earth Science. A scientific approach will be used in orienting students to develop an understanding of the interconnectivity of each of these sciences.

BIO 240 .................................................................3 credits
General Biology
This course will provide an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

SCI 256 .................................................................3 credits
People, Science and the Environment
This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people and ecosystems and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. The many forms of pollution are interrelated. This course challenges students to consider the impact of lifestyle choices on environmental sustainability.
SCI 151 ................................................................. 3 credits
Astronomy
This course is designed to introduce students to the science of astronomy, utilizing current concepts of the Earth, the solar system, and the universe. In addition, historical developments in astronomy from ancient mythology to modern science will be covered.

BIO 204 ................................................................. 3 credits
Plant Physiology
This course will examine the key concepts of plant physiology. Topics will include the structure and function of plants, growth and development, water transport, mineral nutrition, photosynthesis, and plant metabolism.

SCI 209 ................................................................. 3 credits
Oceanography
This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

BIO 280 ................................................................. 3 credits
Conservation Biology
This course will examine the concepts and issues related to the conservation of biodiversity. Topics will include the impact of society on plants and animals, aquatic and terrestrial ecosystems, extinction, and genetic diversity.

BIO 315 ................................................................. 3 credits
Ecology and Evolution
This course provides the fundamental principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

BIO 330 ................................................................. 3 credits
Invertebrate Zoology
This course presents students with the study of invertebrates. Students will examine the ecology of invertebrates along with their structures and functions.

BIO 335 ................................................................. 3 credits
Entomology
This course presents students with the study of entomology. Students will examine insects and their interaction with the ecosystem.

BIO 340 ................................................................. 3 credits
Microbiology
This course presents students with the fundamentals and applications of microbiology. Topics will include microbial genetics, microorganisms, diseases, and immunity.

BIO 405 ................................................................. 3 credits
Human Biology
This course provides students with concepts of human biology. Topics include structure, function and the interrelationships of the cells, organ, skeletal and muscular systems, genetics, inheritance, and homeostasis.

BIO 410 ................................................................. 3 credits
Genetics
This course presents students with the concepts of genetics. Students will examine mitosis and meiosis, chromosomes, DNA structure, gene mutation, and genome dynamics.

ENV 315 ................................................................. 3 credits
Global Change
This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.

SCI 362 ................................................................. 3 credits
Environmental Issues and Ethics
This course applies scientific, philosophical, economic, and ethical principles to current and future environmental issues. Students will analyze the cumulative impact of human activities on global ecosystems, as well as responsibilities to the natural world, in terms of the complex interrelationships humans have with their environment.

BIO 402 ................................................................. 3 credits
Immunology
This course will examine the key concepts of immunology. Topics will include the development and anatomy of the immune system, innate immunity, the structure and function of immunoglobulin, cellular interactions, disease, and histocompatibility.

ENV 410 ................................................................. 3 credits
Environmental Toxicology
The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.

BIO 325 ................................................................. 3 credits
Economic Botany
This course focuses on the economic uses of plants from international, historical, environmental and contemporary perspectives. Economic uses include plant textiles, spices, herbs, perfumes, oils, waxes, beer, coffee, tea, wine, chocolate, marijuana, psychedelics, fuel algae, and fungi.

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.

STAT 167 ............................................................. 3 credits
Statistics for Life Sciences
This course will examine the concepts of statistics leading to the application of these concepts to the life sciences. Topics will include populations and samples, random sampling, probabilities, distributions, and confidence intervals.
The Bachelor of Science in Health Administration (Maryland-Online)

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 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 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 an emphasis 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.

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

BSHA Foundation Courses

GEN 200 ..........................................................3 credits
Foundations for General Education and Professional Success
HCS 212 ~ .......................................................3 credits
Health Care Vocabulary
HCS 235 ~ .......................................................3 credits
Health Care Delivery in the United States
HCS 245 ~ .......................................................3 credits
Introduction to Health and Disease

BSHA Required Course of Study

HCS 320 ~ .......................................................3 credits
Health Care Communication Strategies
HCS 325 ~ .......................................................3 credits
Health Care Management
HCS 335 ~ .......................................................3 credits
Health Care Ethics and Social Responsibility
HCS 341 ~ .......................................................3 credits
Human Resources in Health Care
HCS 483 ~ .......................................................3 credits
Health Care Information Systems
HCS 490 ~ .......................................................3 credits
Health Care Consumer - Trends and Marketing
HCS 405 ~ .......................................................3 credits
Health Care Financial Accounting
HCS 440 ~ .......................................................3 credits
Economics: The Financing of Health Care
Emphasis in Health Management
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsha-hm.

HCS 457 ~ ................................................................. 3 credits
Public and Community Health
HCS 430 ~ ................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 475 ~ ................................................................. 3 credits
Leadership and Performance Development
HCS 455 ~ ................................................................. 3 credits
Health Care Policy: The Past and the Future
HCS 446 ~ ................................................................. 3 credits
Facility Planning
HCS 449 ~ ................................................................. 3 credits
Health Administration Capstone

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

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

Emphasis in Health Information Systems
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-his.

HCS 410 ~ ................................................................. 3 credits
Information Systems Risk Management in Health Care
HCIS 420 ~ ................................................................. 3 credits
Systems Analysis and Design
HCIS 430 ~ ................................................................. 3 credits
Information Systems Risk Management in Health Care
HCS 449 ~ ................................................................. 3 credits
Health Administration Capstone

Emphasis in Long Term Care
This emphasis is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.

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

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

Additional Admission Requirements BSHA
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- Applicants must be currently employed or have access to a work environment.
• Applicants to the Emergency Management emphasis (BSHA/EM) must be currently employed or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

Degree Requirements for the BSHA
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 48 upper division credits
  • A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
  • 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 an emphasis 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 emphasis. Emphases are reflected on the transcript only.

General Education Requirements for the BSHA
All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.
Communication Arts Requirement(s): 6 credits
Mathematics Requirement(s): 6 credits
Science & Technology Requirement(s): 6 credits
Must include at least 3 credits in the physical or biological sciences
Humanities Requirement(s): 6 credits
Social Science Requirement(s): 6 credits
Additional Liberal Arts Requirement(s): 6 credits
Interdisciplinary Requirement(s): 18 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Academic Progression Requirements for the BSHA
All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis 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 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, andElectives 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. Stu-
dents must substitute other upper division coursework to satisfy
the upper division credit requirement of their degree program
(each program has specific substitution requirements). This policy
also applies to upper division courses which are used to fulfill
Associate of Arts degree requirements. In order to be granted a
waiver without credit, for a course in the Required Course of
Study, the student must have completed a previous course which
meets the following criteria:
• The course must have been completed and transcripted from a
regionally or nationally accredited institution in which the
University has entered into an approved articulation agreement
with.
• The course must have been completed with a grade of “C” (2.0)
or better during the effective dates of the approved Articulation
Agreement.
• The course must be comparable in content and credits to the
University course it is replacing and be approved through the
Articulation Agreement.

The following courses in the required course of study may not be
waived: GEN 200, HCS 449

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 inten-
tional learner to communication, collaboration, information utiliza-
tion, 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 out-
lined.
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 pre-
sented.
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 commu-
ication including the development of interpersonal and technol-
ogy 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 man-
agement of populations whose ethics may be divergent are identi-
fied.
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 organi-
zations. 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 man-
agement, 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 outcomes 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.

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.

CHM 110 ................................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ................................................................. 3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
HIS 145 ................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, eco-
nomic, and global events which have shaped the American experi-
ence since World War II. Understanding modern American history
is a necessity in today's ever-changing world. This course aims
to supply the tools for understanding current political, social, cul-
tural, and economic problems in the U.S. by applying an historical
perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local
government structures and processes. Government and business
relationships are particularly emphasized. Opportunities are
provided for students to observe and interact with state and local
government officials and groups and to debate public policy issues
in a local or state government meeting setting.

Course Descriptions for the Emphasis 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 epi-
demiological model students will examine the impact of environ-
mental factors on disease trends as well as communicable disease
d 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 responsi-
bilities. 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
negligence, safety and site security, and communication. In addition,
issues involving state and Federal law effecting emergency opera-
tions will be studied.

HCS 475 ................................................................. 3 credits
Leadership and Performance Development
This course provides students with an overview of leadership theo-
ries to assist in the development of effective leadership skills. Stu-
dents will discuss workplace change and the leader’s role in the
change process as well as examining and analyzing effective per-
formance 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 vari-
ous levels of government involved in policymaking will be exam-
inied. A historic review of trends will be evaluated, and the
challenges of future health care delivery will be examined.

HCS 446 ................................................................. 3 credits
Facility Planning
This course will introduce students to the legal and regulatory
challenges of facility planning and development. Students will
analyze facility designs, discuss future health care consumer utili-
ization trends, and as well as examine the regulatory compliance
requirements.

HCS 449 ................................................................. 3 credits
Health Administration Capstone
Students in this course summarize their learning and formulate
strategies to manage various challenges they will encounter in the
healthcare environment. Students will also assess the impact of
their educational experiences on their ethical perspectives and crit-
ical thinking skills. Students will reflect on and evaluate their per-
sonal and professional growth, the benefits of lifelong learning,
and the impact of these elements on their future.

Course Descriptions for the Emphasis in Emergency Management
EMC 310 ................................................................. 3 credits
Principles of Emergency Management
This course will explore the history and evolution of emergency
management as well as roles of local, state, regional and national
agencies. Topics include roles and organizations comprising emer-
gency management, leadership concepts, and technology and com-
munication challenges.

EMC 330 ................................................................. 3 credits
Political and Policy issues for Emergency Management
This course examines the political and policy environment which
affects emergency management. The course is intended to help
emergency managers develop an understanding of local, state, and
federal policies are developed and maintained. In addition, legal
issues involving state and Federal law effecting emergency opera-
tions will be studied.

EMC 340 ................................................................. 3 credits
Emergency Services and the Community
This course will look at the social dimensions of community
responses to disaster related issues. Emphasis will be placed on
examining effective community outreach and preparation pro-
grams as well as distribution mechanisms for public information.
In addition, students will assess demographic implications and
their impact on emergency prevention activities and services.

EMC 350 ................................................................. 3 credits
Managing Emergency Response Operations
This course focuses on the principles and practices that promote
effective disaster response operations in emergency management.
Students will examine the roles and responsibilities of the partici-
pants in a crisis event, and identify possible problems associated
with response operations such as inadequate preparedness mea-
sures, safety and site security, and communication. In addition,
impact of disaster on response organization and personnel will be
discussed.
EMC 320 ................................................................. 3 credits

Emergency Preparedness and Planning
This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

HCS 449 ................................................................. 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Emphasis in Long Term Care

HCS 433 ................................................................. 3 credits

Dimensions of Health and the Older Adult
Basic principles and concepts of the aging process; includes the physical, social, emotional, and mental components of health. Benefits of health promotion and preventive action for the aging are also explored.

LTC 310 ................................................................. 3 credits

Social and Community Related Programs and Services
This course provides an overview of programs and policies related to our rapidly expanding aging population. Services designed to enable the older adult to support their health and economic well being as well as support for their families will be examined. Issues and trends related to areas such as social and community services, economic issues, and attention to the growing needs of the aging population with special needs will be included.

HCS 437 ................................................................. 3 credits

Long-term Care Administration
This course examines the organization and management of long-term care and assisted living facilities. The impacts of state and federal regulation are analyzed, as well as issues surrounding funding services are discussed. Students will examine the health services needed for current and future populations needing long term care.

LTC 315 ................................................................. 3 credits

Alternative Living Environments
This course focuses on the various formats of care and living environments for the older adult. The cultural and socioeconomic demographics of our current aging population provide different expectations and needs from previous generations. With the changing needs of this population and their families, students will focus on understanding the multidisciplinary continuum of factors to be considered when determining the living and care options available.

LTC 328 ................................................................. 3 credits

Legal Perspectives in Aging
This course will look at the diverse legal issues related to today’s older adult. Topics will include age discrimination, advocacy and autonomy, elder and fraud abuse, major life transitions, and end of life decision making.

HCS 449 ................................................................. 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Emphasis in Health Information Systems

HCIS 410 ............................................................... 3 credits

Project Planning and Implementation in Health Care
This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student’s skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking and controlling.

DBM 381 ............................................................... 3 credits

Database Concepts
This course covers database concepts. Topics include data analysis, the principal data models with emphasis on the relational model, entity-relationship diagrams, database design, normalization, and database administration.

NTC 361 ............................................................... 3 credits

Network and Telecommunications Concepts
This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.

BSA 376 ............................................................... 3 credits

Systems Analysis and Design
This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

HCIS 420 ............................................................... 3 credits

Information Systems Risk Management in Health Care
This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

HCS 449 ................................................................. 3 credits

Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Health Administration (BSHA) Program is designed to integrate a framework of general education courses with a health care curriculum that provides the graduate with the foundational knowledge needed to enter today’s challenging health industry. The BSHA curriculum focuses on the basic body of knowledge, understanding, and skills identified as relevant to an ever expanding and diverse health care arena.

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

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.

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

**BSHA Foundation Courses**

- GEN 200 ................................................................. 3 credits
- Foundations for General Education and Professional Success
- HCS 212 ................................................................. 3 credits
- Health Care Vocabulary
- HCS 235 ................................................................. 3 credits
- Health Care Delivery in the United States
- HCS 245 ................................................................. 3 credits
- Introduction to Health and Disease

**BSHA Required Course of Study**

- HCS 320 ................................................................. 3 credits
- Health Care Communication Strategies
- HCS 325 ................................................................. 3 credits
- Health Care Management
- HCS 335 ................................................................. 3 credits
- Health Care Ethics and Social Responsibility
- HCS 341 ................................................................. 3 credits
- Human Resources in Health Care
- HCS 483 ................................................................. 3 credits
- Health Care Information Systems
- HCS 490 ................................................................. 3 credits
- Health Care Consumer - Trends and Marketing
- HCS 405 ................................................................. 3 credits
- Health Care Financial Accounting
- HCS 440 ................................................................. 3 credits
- Economics: The Financing of Health Care
- HCS 465 ................................................................. 3 credits
- Health Care Research Utilization
- HCS 451 ................................................................. 3 credits
- Health Care Quality Management and Outcome Analysis

Students must select one concentration in a particular area of study at the time of enrollment.

Students may complete an additional concentration. Please contact your academic representative for more information.

**Concentration in Health Management**

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

- HCS 457 ................................................................. 3 credits
- Public and Community Health
- HCS 430 ................................................................. 3 credits
- Legal Issues in Health Care: Regulation and Compliance
- HCS 475 ................................................................. 3 credits
- Leadership and Performance Development
- HCS 455 ................................................................. 3 credits
- Health Care Policy: The Past and the Future
- HCS 446 ................................................................. 3 credits
- Facility Planning
- HCS 449 ................................................................. 3 credits
- Health Administration Capstone

**Concentration in Emergency Management**

This concentration is designed for EMTs, First Responders, Firefighters, or any other emergency personnel that want to expand their knowledge and skills related to emergency management. Focus will be on principles of emergency management, managing emergency response operations, and planning and preparedness of emergency situations.

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

- EMC 310 ................................................................. 3 credits
- Principles of Emergency Management
- EMC 330 ................................................................. 3 credits
- Political and Policy Issues for Emergency Management
- EMC 340 ................................................................. 3 credits
- Emergency Services and the Community
- EMC 350 ................................................................. 3 credits
- Managing Emergency Response Operations
- EMC 320 ................................................................. 3 credits
- Emergency Preparedness and Planning
- HCS 449 ................................................................. 3 credits
- Health Administration Capstone
Concentration in Long Term Care
This concentration is designed to increase skills that are essential when working with various populations requiring long-term care. Courses will focus on aging, legal issues and perspective, gerontology programs and services, as well as alternative living environments for this population.

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

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

Concentration in Health Information Systems
This concentration is designed for individuals that want to work with information technology in health care. Focus is on database concepts as well as information network and system design.

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

- HICS 410 .................................................................3 credits
- Project Planning and Implementation in Health Care
- DBM 381 .................................................................3 credits
- Database Concepts
- NTC 361 .................................................................3 credits
- Network and Telecommunications Concepts
- BSA 376 .................................................................3 credits
- Systems Analysis and Design
- HCS 420 .................................................................3 credits
- Information Systems Risk Management in Health Care
- HCS 449 .................................................................3 credits
- Health Administration Capstone

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

Additional Admission Requirements BSHA
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- Applicants must be currently employed or have access to a work environment.
- Applicants to the Emergency Management concentration (BSHA/EM) must be currently employed or have prior employment experience in an Emergency Management position such as Emergency Medical Technician (EMT), First Responder, firefighter, or other emergency personnel.

Degree Requirements for the BSHA
- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 must be in the general education areas approved by the University.
  - 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 programs will read as: Bachelor of Science in Health Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.
General Education Requirements for the BSHA

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

Communication Arts Requirement(s): 6 credits

Mathematics Requirement(s): 6 credits

Science & Technology Requirement(s): 6 credits

Must include at least 3 credits in the physical or biological sciences

Humanities Requirement(s): 6 credits

Social Science Requirement(s): 6 credits

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.

General Education Requirements for the BSHA for Arkansas Students

All students must complete a minimum of 54 credits in the following areas as a part of their minimum 120 credit degree requirement.

Communication Arts Requirement(s): 6 credits

Mathematics Requirement(s): 6 credits

Must include MTH 220

Science & Technology Requirement(s): 9 credits

Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities Requirement(s): 9 credits

Social Science Requirement(s): 9 credits

Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts Requirement(s): 6 credits

Interdisciplinary Requirement(s): 9 credits

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSHA

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.

• GEN 195 will be required as the first course in the First-Year Sequence.

• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.

• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content to the university course. It must replace, 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 lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to enroll in the First-Year Sequence.

• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

• Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills and knowledge, 30 credits from the Required Course of Study must be taken. Students must complete 30 credits from the Required Course of Study on the basis of regionally or approved nationally accredited transferable coursework, upper division credits from their required course of study (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 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:

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:
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.

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.

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.

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 influence of gender and culture, examine channels of communication including the development of interpersonal and interdisciplinary communication, and the impact of consumer and interdisciplinary communication.

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.

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.

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.
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 Financial Accounting
This course provides an overview 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.

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.

CHM 110 ............................................................... 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ............................................................... 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
HIS 145 ................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

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 449 ................................................................. 3 credits
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 446 ................................................................. 3 credits
Facility Planning
This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, and as well as examine the regulatory compliance requirements.

HCS 455 ................................................................. 3 credits
Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

Course Descriptions for the Concentration in Emergency Management
EMC 310 ................................................................. 3 credits
Principles of Emergency Management
This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.

EMC 330 ................................................................. 3 credits
Political and Policy issues for Emergency Management
This course will explore the history and evolution of emergency management as well as roles of local, state, regional and national agencies. Topics include roles and organizations comprising emergency management, leadership concepts, and technology and communication challenges.

EMC 350 ................................................................. 3 credits
Emergency Services and the Community
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350 ................................................................. 3 credits
Managing Emergency Response Operations
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, impact of disaster on response organization and personnel will be discussed.
EMC 320 ................................................................. 3 credits

**Emergency Preparedness and Planning**

This course examines the preparation and planning process for emergency and crisis situations from geographical, national and local levels. Topics will include concepts of response and preparedness, recovery and mitigation strategies, hazard analysis, vulnerability assessment, exposure pathways and response capability assessment.

HCS 449 ................................................................. 3 credits

**Health Administration Capstone**

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

**Course Descriptions for the Concentration in Health Information Systems**

HCIS 410 ............................................................... 3 credits

**Project Planning and Implementation in Health Care**

This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of health care information technology. This course uses real-world examples to support and expand a student's skills in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking, and controlling.

DBM 381 ............................................................... 3 credits

**Network and Telecommunications Concepts**

This course provides an overview of telecommunication systems in a business environment. Topics covered include voice communications, standards, transmission, networks, and internetworking.

BSA 376 ............................................................... 3 credits

**Systems Analysis and Design**

This course introduces the fundamental, logical, and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. The Systems Development Life Cycle will be fundamental to the course.

HCIS 420 ............................................................... 3 credits

**Information Systems Risk Management in Health Care**

This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of health care information systems. This course will survey remedies and prevention techniques available to address risk and security management. Health care organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

HCS 449 ............................................................... 3 credits

**Health Administration Capstone**

Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.
The College of Criminal Justice and Security prepares students for professional and management-related careers in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities. Our mission is to enhance the academic preparation and professionalism of the nation's criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students.

It is the student's responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

### Associate of Arts/Concentration in Criminal Justice

The following Associate of Arts/Concentration in Criminal Justice (AACJ) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

### Concentration in Criminal Justice - Track A and B

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 200 - Foundations of the Criminal Justice System</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 210 - Fundamentals of Policing</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 220 - Introduction to Criminal Court System</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 230 - Introduction to Corrections</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 240 - Introduction to Juvenile Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 250 - Introduction to Security</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Additional Admission Requirements for AACJ
- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

### General Education Requirements for the AACJ

- Communication Arts Requirement 6 credits
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
  - (A Track must include: SCI 162)
- Science & Technology Requirement 6 credits
  - (A Track must include: 3 credits in the physical or biological sciences)
  - (B Track must include: ETH 125)
- Social Science Requirement 6 credits
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)
- Humanities Requirement 6 credits
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)
- Additional Liberal Arts Requirement 3 credits
  - (A Track must include: GEN 105)
  - (B Track must include: US 101)
- Interdisciplinary Requirement 9 credits
  - (A Track must include: FP 101)
  - Concentration 18 credits

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AACJ

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AACJ

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AACJ

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AACJ

CJS 200 ......................................................................................3 credits

Foundations of the Criminal Justice System
This course is an introduction to the foundational elements of the criminal justice system. Students examine this system from its influential past to its multi-faceted present to its theorized future. This course provides an in-depth look into the roles and functions behind the creation of laws to the implementation of such laws. This course also discusses the relationships between the police department and their respective communities. Other topics include punishment, appeals, and plea bargains.

CJS 210 ......................................................................................3 credits

Introduction to Criminal Court System
This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 220 ......................................................................................3 credits

Introduction to Corrections - A World Apart
This course introduces students to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner’s rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.

CJS 230 ......................................................................................3 credits

Introduction to Juvenile Justice
This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.

CJS 240 ......................................................................................3 credits

Introduction to Security
This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future integration of private security services in law enforcement agencies.

COM 150 .....................................................................................3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .....................................................................................3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 .....................................................................................3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .....................................................................................3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 .....................................................................................3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
The Associate of Arts/Concentration in Criminal Justice (Maryland-Online)

The following Associate of Arts/Emphasis in Criminal Justice (AACJ) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts Degree in Criminal Justice concentration focuses on policing practices, corrections, the criminal court system, and juvenile justice. Students take a comprehensive look at these topics through interactive assignments that not only develop their critical thinking skills, but also enable them to recognize the functions of the criminal justice professions within their community. Students are required to formulate conclusions, evaluate decisions, and develop opinions based on learned topics. Students analyze relationships between the citizens, the police, and the court systems.

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/aacj.

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

**Emphasis in Criminal Justice - Track A and B**

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>CJS 200</td>
<td>3 credits</td>
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<tr>
<td>CJS 210</td>
<td>3 credits</td>
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<td>CJS 240</td>
<td>3 credits</td>
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<tr>
<td>CJS 250</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Introduction to Juvenile Justice

Introduction to Corrections

Introduction to Juvenile Justice

Introduction to Security

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

**Additional Admission Requirements for AACJ**

- Applicants must be at least 16 years of age at the time of application.
- 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 AACJ**

- Communication Arts Requirement 6 credits
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
- Science & Technology Requirement 6 credits

- (A Track must include: 3 credits in the physical or biological sciences)
- (B Track must include: SCI 162)
- Social Science Requirement 6 credits
- (A Track must include: ETH 125)
- (B Track must include: PSY 201 and ETH 125)
- Humanities Requirement 6 credits
- (A Track must include: CRT 205)
- (B Track must include: HUM 111)
- Additional Liberal Arts Requirement 3 credits
- (A Track must include: GEN 105)
- (B Track must include: US 101)
- Interdisciplinary Requirement 9 credits
- (B Track must include: FP 101)
- Emphasis 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

**Degree Requirements for AACJ**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

**Academic Progression Requirements for the AACJ**

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
• University of Phoenix Prior Learning Assessment, (15 credit limit on experiential learning; 15 credit limit on professional training),
• National Testing Programs, and
• ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• 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 General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AACJ
Students must meet the established University residency requirement for degree conferment. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
• 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 AACJ
CJS 200...............................................................3 credits
Foundations of the Criminal Justice System
This course is an introduction to the foundational elements of the criminal justice system. Students examine this system from its influential past to its multi-faceted present to its theorized future. This course gives the student an interactive pathway through the laws that protect the system, through the people that enforce the system, and through the courts that govern this system. It also provides an overview of the correctional systems and their impact and roles in American society. Other topics include crime causation, terrorism, and cyber crime related issues.
CJS 210...............................................................3 credits
Fundamentals of Policing
This course provides students with the opportunity to gain a basic understanding of policing in the United States. It examines the history of the police, the emerging role of private security, and the organizational concepts of police departments. This course also discusses the relationships between the police department and their respective communities. Other topics include recruitment processes, diversity, culture, and laws that govern policing. Students will have the opportunity to research their local police department for a closer look at policing in their community.
CJS 220...............................................................3 credits
Introduction to Criminal Court System
This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws.
This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.
CJS 230...............................................................3 credits
Introduction to Corrections - A World Apart
This course introduces students to the fundamental elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner’s rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.
CJS 240...............................................................3 credits
Introduction to Juvenile Justice
This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.
CJS 250 ................................................................. 3 credits

Introduction to Security

This course is an introduction to contemporary security practices and programs. Students will study the origins of private security, its impact on our criminal justice system, and the roles of security personnel. Students will also examine the growth and privatization of the security industry, and study the elements of physical security including surveillance and alarm systems. The course will cover legal and liability issues, which determine the extent of private security authority as well as its limitations. This course will also focus on the current and future integration of private security services in law enforcement agencies.

COM 150 ................................................................. 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

ETH 125 ................................................................. 3 credits

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................. 3 credits

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Criminal Justice (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Criminal Justice (AACJ) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree in Criminal Justice concentration focuses on policing practices, corrections, the criminal court system, and juvenile justice. Students take a comprehensive look at these topics through interactive assignments that not only develop their critical thinking skills, but also enable them to recognize the functions of the criminal justice professions within their community. Students are required to formulate conclusions, evaluate decisions, and develop opinions based on learned topics. Students analyze relationships between the citizens, the police, and the court systems.

For students residing in Arkansas: 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/aacj-ar.

For students residing in Minnesota: For more information about the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aacj-mn.

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

Concentration in Criminal Justice - Track A and B

CJS 200 ~ ................................................................. 3 credits

Foundations of the Criminal Justice System

CJS 210 ~ ................................................................. 3 credits

Fundamentals of Policing

CJS 220 ~ ................................................................. 3 credits

Introduction to Criminal Court System

CJS 230 ~ ................................................................. 3 credits

Introduction to Corrections

CJS 240 ~ ................................................................. 3 credits

Introduction to Juvenile Justice

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

Additional Admission Requirements for AACJ

• Applicants must be at least 16 years of age at the time of application.

• 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 AACJ for Arkansas Students
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Concentration 15 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

General Education Requirements for the AACJ for Minnesota Students
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Concentration 15 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for the AACJ
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AACJ
• All students entering associate degree programs with 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.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
Foundations of the Criminal Justice System

CJS 200 ..................................................................................... 3 credits

Introduction to Corrections - A World Apart

This course is an introduction to the foundational elements of the corrections system within the criminal justice field. Students will examine the early implementations of punishment as well as evolving philosophies of sentencing. Students will gain insight into the purpose and functions of jails and prisons, while establishing a connection between prison life and prisoner’s rights. Students will also take an in-depth look into how parole and probation affect our communities. Other topics include correctional management, rehabilitation, and correctional systems in other countries.

CJS 240 ..................................................................................... 3 credits

Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

CJS 220 ..................................................................................... 3 credits

Introduction to Criminal Court System

This course is an introduction to the fundamental elements of the courts in our criminal justice system. Students will examine the many complexities affecting the court system, from the theory behind the creation of laws to the implementation of such laws. This course provides an in-depth look into the roles and functions of the professionals interacting within the court while outlining the courtroom process. Other topics include punishments, appeals, and plea bargains.

CJS 230 ..................................................................................... 3 credits

Introduction to Juvenile Justice

This course is a general orientation to the concept of delinquency and the field of juvenile justice. Students will examine the nature of delinquency, as well as a variety of theories and suspected causes of delinquent behavior. Students will study factors related to delinquency and/or prevention including gender, youthful behavior, family, peers, drug use, school, and community. This course will also familiarize students with the evolution of juvenile justice and key players in the juvenile justice process. Additionally, students will develop an understanding of the juvenile court process, as well as juvenile detention, restitution, prevention and treatment.

COM 150 ..................................................................................... 3 credits
COM 220 .................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 .................................................................3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 100 .................................................................4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 .................................................................3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 .................................................................3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 .................................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .................................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media including television, Internet, and print to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 .................................................................3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Bachelor of Science in Criminal Justice Administration (Maryland-Online)

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 emphasis 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 emphases 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.
Emphasis in Human Services

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 emphasis in a particular area of study at the time of enrollment.

Students may also complete an additional emphasis. Please contact your academic representative for more information.

Emphasis in Human Services

The BSCJA Human Services emphasis 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 emphasis 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-ih.

Emphasis in Management

The BSCJA Management emphasis 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 emphasis 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 ................................................................. 3 credits
Organizational Behavior and Management
CJA 454 ................................................................. 3 credits
Criminal Justice Management Theory and Practice
CJA 464 ................................................................. 3 credits
Criminal Justice Policy Analysis
CJA 474 ................................................................. 3 credits
Managing Criminal Justice Personnel
CJA 484 ................................................................. 3 credits
Criminal Justice Administration Capstone

Emphasis in Institutional Healthcare

The BSCJA Institutional Health Care emphasis addresses the basic body of knowledge, understanding, and skills identified as relevant to criminal justice based health care services. This includes such areas as management, policy, legal and ethical parameters, health and disease factors, and health care service delivery. The reshaping of contemporary criminal justice health care requires workers to have a broad range of knowledge associated with the functions of health care in detention and correctional institutions, as well as various other areas represented in the greater criminal justice system.

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

HCS 310 ................................................................. 3 credits
Health Care Delivery in the United States
HCS 330 ................................................................. 3 credits
Introduction to Health and Disease
HCS 430 ................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
HCS 455 ................................................................. 3 credits
Health Care Policy: The Past and the Future
CJA 484 ~................................................................. 3 credits
Criminal Justice Administration Capstone
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
- 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 an emphasis 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 emphasis. Emphases 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 emphasis 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 BSCJA
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

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

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

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

The following courses in the required course of study may not be waived: GEN 200, CJA 484

Course Descriptions for the BSCJA

CJA 224 ................................................................. 3 credits
Introduction to Criminal Court Systems
This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 234 ................................................................. 3 credits
Introduction to Corrections
This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitations of prisoners.

CJA 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 compared to adult systems, and a number of specific types of offenders are examined, 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 Professional Development**
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.

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.

CHM 110 ............................................................. 3 credits

**Introductory Chemistry**
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ............................................................. 3 credits

**Fundamentals of Physics**
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
HIS 145 ........................................................................................................... 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ........................................................................................................... 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Emphasis 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.

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.

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 emphasis 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 Emphasis in Management

CJA 444 ........................................................................................................... 3 credits
Organizational Behavior and Management
This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 454 ........................................................................................................... 3 credits
Criminal Justice Management Theory and Practice
This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 464 ........................................................................................................... 3 credits
Criminal Justice Policy Analysis
This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

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 emphasis 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 Emphasis in Institutional Health Care

HCS 310 ..................................................................................................................3 credits

Health Care Delivery in the US
This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 330 ..................................................................................................................3 credits

Introduction to Health and Disease Trends
This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 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 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.

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 emphasis 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.

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: Online, depending on state of residence. 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.

BSJA 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

BSJA 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
Concentration in Management

The BSCJA Management concentration is designed to give learners administrative skills necessary to effectively run organizations in the various domains 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 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-m.

CJ 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 the 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 ~ ................................................................. 3 credits
Organizational Behavior and Management

CJA 454 ~ ................................................................. 3 credits
Criminal Justice Management Theory and Practice

CJA 464 ~ ................................................................. 3 credits
Criminal Justice Policy Analysis

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

CJA 484 ~ ................................................................. 3 credits
Criminal Justice Administration Capstone

Concentration in Institutional Healthcare

The BSCJA Institutional Health Care concentration addresses the basic body of knowledge, understanding, and skills identified as relevant to criminal justice based health care services. This includes such areas as management, policy, legal and ethical parameters, health and disease factors, and health care service delivery. The reshaping of contemporary criminal justice health care requires workers to have a broad range of knowledge associated with the functions of health care in detention and correctional institutions, as well as various other areas represented in the greater criminal justice system.

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

HCS 310 ~ ................................................................. 3 credits
Health Care Delivery in the United States

HCS 330 ~ ................................................................. 3 credits
Health Care Delivery in the United States

HCS 310 ~ ................................................................. 3 credits
Health Care Delivery in the United States

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

CJA 484 ~ ................................................................. 3 credits
Criminal Justice Administration Capstone

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

Additional Admission Requirements for the BSCJA

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
University of Phoenix, 2012-2013

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.
- 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
- Mathematics, 6 credits
- Science and Technology, 6 credits
- Humanities, 6 credits
- Social Science, 6 credits

Nevada students must complete 3 credits in Nevada Constitution
Additional Liberal Arts, 6 credits
Puerto Rico students must complete six (6) credits of Spanish.

General Education Requirements for the BSCJA for Arkansas Students
A minimum of 54 credits of the 120 credits in the following general education areas approved by the University:
- Communication Arts, 6 credits
- Mathematics, 6 credits
- MTH 220
- Science and Technology, 9 credits
- CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.
- Humanities, 9 credits
- Social Science, 9 credits
- HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts, 6 credits
Interdisciplinary Requirements, 9 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 list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others. All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSCJA
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 15 upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students may also waive twelve (12) lower division credits from the required course of study.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years (5 years for Information Security and Technology courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and be approved through the Articulation Agreement.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to 30 credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution in which the University has entered into an approved articulation agreement with.

Course Descriptions for the BSCJA

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.

CJA 204 .................................................................................... 3 credits
Introduction to Criminal Justice
This course is an introductory overview of the organization and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies, and processes involved in the criminal justice systems. It examines the historical aspects of the police, the courts, and the correctional system, as well as the philosophy. Additionally, career opportunities and qualifying requirements, terminology and constitutional limitations of the system will also be covered.

CJA 214 .................................................................................... 3 credits
Introduction to Policy Theory and Practices
This course is an introductory overview which provides students with the opportunity to gain an understanding of policing in the United States. It surveys the basics of police functions, from individual and organizational roles to the issues faced on a daily basis. This course also examines the procedures and methods of operation of police and critical issues in law enforcement.

CJA 224 .................................................................................... 3 credits
Introduction to Criminal Court Systems
This course is an introduction and overview of the legal system, the participants, the courtroom process, and post conviction process of the course system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 234 .................................................................................... 3 credits
Introduction to Corrections
This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitations of prisoners.
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<td>This course explores the basic core knowledge of constitutional criminal procedure. Emphasis is placed on the Fourth, Fifth and Sixth Amendments, searches and seizures, interrogations and confessions, identifications, 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.</td>
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<tr>
<td>CJA 374</td>
<td>Juvenile Justice Systems and Processes</td>
<td>3</td>
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<td>Juvenile Justice Systems and Processes</td>
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<td>This course is a general orientation to the field of juvenile justice, including causation theories and the development of system responses to delinquent behavior. The problems facing juveniles today are addressed, and adult and juvenile justice systems are compared, including initial apprehension, referral, and preventive techniques. Specific issues examined include chemical dependency, mental illness, and compulsive and habitual offenders. Special attention is given to the problems inherent in the police handling of juveniles and the function of juvenile courts.</td>
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<tr>
<td>CJA 384</td>
<td>Criminal Organizations</td>
<td>3</td>
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<td>Criminal Organizations</td>
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<td>This course is a survey of the origins and development of organized crime in the United States. It examines the structure and activities of organized criminal enterprises, considers different models that have been employed to describe organized criminal groups, and explores theories that have been advanced to explain the phenomenon. Major investigations of organized crime and legal strategies that have been developed to combat it are also considered.</td>
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<tr>
<td>CJA 394</td>
<td>Contemporary Issues and Futures in Criminal Justice</td>
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<td>Contemporary Issues and Futures in Criminal Justice</td>
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<td>This course examines both the principle issues in contemporary criminal justice as well as the extrapolation of such issues toward possible futures within the criminal justice field. Students will focus upon relevant research in policing, courts, and corrections that reflects key elements of current conditions and what may be expected in the years to come. Students will apply critical review and engage in in-depth discussion of these concepts as a basis for comprehensive understanding at local, state, national, and global levels of criminal justice administration.</td>
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<tr>
<td>COMM 215</td>
<td>Essentials of College Writing</td>
<td>3</td>
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<td>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.</td>
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Skills for Professional Development
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.

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.

CHM 110................................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101................................................................. 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215................................................................. 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

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.

BSHS 471................................................................. 3 credits
Mental Health and Crisis Intervention Practices
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.

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.
Course Descriptions for the Concentration in Management

CJA 444.................................................................3 credits
Organizational Behavior and Management
This course in organizational behavior encompasses the study of individual and group behavior as they apply to criminal justice organizations - court systems, law enforcement, and corrections. Managing organizational behavior challenges individuals to understand organizational structure and systems, leadership, motivation, effective communication, change management, and performance systems. A comprehensive review of these processes, as well as others, will allow students to examine their role in criminal justice systems in our rapidly changing society.

CJA 454.................................................................3 credits
Criminal Justice Management Theory and Practice
This course applies management and financial principles to criminal justice organizations. Emphasis is placed on budgets, financial accounting principles and assessing the effectiveness of the activities of criminal justice organizations. Constitutional requirements, court decisions, and legislation (such as EEOC requirements) as they impact management in criminal justice organizations are discussed. Basic accounting and financial terminology, and purposes and formats of financial statements are introduced: depreciation of assets, capital budgeting, cash management, lease versus purchase, and inventory management.

CJA 464.................................................................3 credits
Criminal Justice Policy Analysis
This course examines the history of federal- and state-level crime control initiatives and explores the development of effective anti-crime policies. The analysis of contemporary crime control policies is included.

CJA 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.

Course Descriptions for the Concentration in Institutional Healthcare

HCS 310.................................................................3 credits
Health Care Delivery in the US
This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 330.................................................................3 credits
Introduction to Health and Disease Trends
This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

HCS 340.................................................................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 430.................................................................3 credits
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 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.

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.
The Bachelor of Science in Organizational Security and Management

The following Bachelor of Science in Organizational Security and Management (BS/OSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Organizational Security and Management degree is designed to address an increasing national and international need for greater technical competence and professionalism in the security industry. The distinctions between the roles of criminal justice agencies and private security organizations are recognized and the degree program provides the required knowledge for a student to develop competency and management skills in organizational security. While the program includes courses in Terrorism and Homeland Security, it also recognizes the depth and breadth of the discipline and provides a variety of courses designed to expose students to the entire spectrum of the security profession.

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

Required Course of Study for the BS/OSM

Courses requiring prerequisites are identified by a ~ symbol following the course number. Courses requiring a minimum grade of "C-" for successful completion are identified by a + symbol following the course number.

SEC 300 ~ ................................................................................. 3 credits
Skills for Professional Development

SEC 310 ~ ................................................................................. 3 credits
Introduction to Organizational Security and Management

SEC 320 ~ ................................................................................. 3 credits
Survey of Security Specializations

GEN 300 ................................................................................... 3 credits
Computers and Information Processing

MGT 431 ~ ............................................................................... 3 credits
Human Resources Management

SEC 340 ~ ................................................................................. 3 credits
Organizational Behavior and Management

SEC 350 ~ ................................................................................. 3 credits
The Administration Process

SEC 360 ~ ................................................................................. 3 credits
Interpersonal Communications

SEC 390 ~ ................................................................................. 3 credits
Legal and Regulatory Issues in Security Management

SEC 400 ~ ................................................................................ 3 credits
Threat and Vulnerability Management

SEC 430 ~ ................................................................................. 3 credits
Principles of Investigation

SEC 440 ~ ................................................................................ 3 credits
Security of Information Systems and Technology

SEC 410 ~ ................................................................................. 3 credits
Physical Security

SEC 420 ~ ................................................................................. 3 credits
Personal Security

SEC 450 ~ ................................................................................. 3 credits
Global Security Issues

SEC 460 ~ ................................................................................. 3 credits
Terrorism

SEC 470 ~ ................................................................................. 3 credits
Homeland Security and Interagency Response

SEC 480 ~ + ............................................................................. 3 credits
Capstone Course

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

Additional Admission Requirements for the BS/OSM

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

• South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students must submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.

• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• Applicants must be currently employed or have access to a work environment.
• Signed Criminal Conviction Prohibition Acknowledgement Form

General Education Requirements for the BS/OSM

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

Communication Arts, 6 credits
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts
Puerto Rico students may not use conversational English to satisfy Communication Arts

Mathematics, 6 credits
Science and Technology, 6 credits
Must include at least 3 credits in the physical or biological sciences

Humanities, 6 credits
Social Science, 6 credits

Nevada students must complete 3 credits in Nevada Constitution
Additional Liberal Arts, 3 credits
Puerto Rico students must complete 6 credits of Spanish. Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish 1 or higher will satisfy the Spanish requirement.

Interdisciplinary Requirements, 15 credits
Puerto Rico students have a 12 credit Interdisciplinary requirement due to the 6 credit Spanish requirement in Liberal Arts.

Professional Development, 3 credits
GEN 300 is completed as part of the required course of study
Integrating, 3 credits
SEC 480 is completed as part of the required course of study

Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance. Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BS/OSM for Arkansas Students

All students must complete 54 general education credits from the following areas:
Communication Arts, 6 credits
Mathematics, 6 credits
Must include MTH 220
Science and Technology, 9 credits
Must include CHM 110 and PHY 101
Humanities, 9 credits
Social Science, 9 credits
Must include HIS 145 or POL 215

General Education Requirements for the BS/OSM for Arkansas Students

All students must complete 54 general education credits from the following areas:
Communication Arts, 6 credits
Mathematics, 6 credits
Must include MTH 220
Science and Technology, 9 credits
Must include CHM 110 and PHY 101
Humanities, 9 credits
Social Science, 9 credits
Must include HIS 145 or POL 215

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

Degree Requirements for the BS/OSM

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 57 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.0.
  • A minimum of 120 total credits that include a minimum of 57 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
  • If student fails to complete SEC 480 with a “C-“ or better, the student must retake the course to satisfy the degree requirement.

Academic Progression Requirements for the BS/OSM

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content 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 BS/OSM
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at the University of Phoenix.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past 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 completed equivalent coursework 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 waive graduate or undergraduate coursework.

Course Descriptions for the BS/OSM

**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.

**SEC 310** ......................................................................................................................... 3 credits

**Introduction to Organizational Security and Management**
This course is an overview of the principles of security management and the consequences of failure to adequately protect business assets. The course includes an introduction to loss prevention and risk management. It provides an overview of the contingencies that influence modern security management, e.g., technology, legal issues, ethics, vulnerability assessments, criminal and terrorist activity, and interagency cooperation. The course also introduces various security operation specializations and programs such as Corporate, Academic, Transportation, Government, and others.

**SEC 320** ......................................................................................................................... 3 credits

**Survey of Security Specializations**
This course 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 431** ......................................................................................................................... 3 credits

**Computers and Information Processing**
This course introduces the fundamentals of computer systems and the role of information processing in today's business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

**SEC 360** ......................................................................................................................... 3 credits

**Human Resources Management**
This course focuses on the strategic role of human resources management, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training and development from the vantage point of the manager.

**CIS 319** ......................................................................................................................... 3 credits

**Criminology and the Criminal Justice System**
This course identifies various types of criminal activity and provides the student with an understanding of the causes of criminal behavior and the societal response to crime. It also identifies and discusses the various elements of the American criminal justice system.

**GEN 300** ......................................................................................................................... 3 credits

**Interpersonal Communications**
This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation as well as techniques for interviewing and understanding verbal and non-verbal communication.
SEC 390.....................................................................................3 credits
Organizational Behavior and Management
This course encompasses the study of individual and group behavior in organizational settings. Management methods for organizational processes and change are presented along with leadership applications.
SEC 370.....................................................................................3 credits

The Administration Process
This course provides the student with an understanding of the various elements of a program budget, the process of budget development, justification and presentation and principles of contract preparation.
SEC 330.....................................................................................3 credits

Industrial Safety
This course provides the student with an overview of safety issues that could be experienced by security personnel as first responders in various work environment emergencies. It includes a review of OSHA, EPA and Fire Code safety regulations and provides methods for identifying and correcting environmental risk factors related to hazardous materials, fire and other potential safety hazards. The course is also intended to provide the student with knowledge that will assist with the initial response to and investigation of work related accidents.
SEC 350.....................................................................................3 credits

Legal and Regulatory Issues in Security Management
This course examines legal, regulatory, ethical and policy issues that influence the work performance of security personnel and it also discusses the potential consequences of non-compliance for individuals and institutions.
SEC 400.....................................................................................3 credits

Threat and Vulnerability Management
This course prepares students to conduct comprehensive threat assessments with respect to physical facilities, personnel, equipment or operating systems and enables students to evaluate and manage vulnerabilities in terms of potential threats.
SEC 430.....................................................................................3 credits

Principles of Investigation
Investigation of criminal activity, employment applicant backgrounds and internal organizational issues are an integral part of the security manager’s responsibilities. This course is designed to provide the student with an understanding of the principles and techniques of investigation.
SEC 440.....................................................................................3 credits

Security of Information Systems and Technology
This course provides the student with an understanding of the security issues associated with computer systems. The course also identifies security measures that are intended to protect the software, hardware and data associated with computer systems.
SEC 410.....................................................................................3 credits

Physical Security
This course provides the student with an understanding of the various levels of security that can be employed for the protection of people, property and data housed in physical facilities.
SEC 420.....................................................................................3 credits

Personal Security
This course provides the student with an understanding of the procedures, techniques and technology associated with the protection of executives, employees, customers and the general public from intentional harm, accidents and naturally occurring emergencies.
SEC 450.....................................................................................3 credits

Global Security Issues
This course evaluates world interests and the changing dimensions of security. It helps the student understand the dynamic nature of global factors that significantly influence security strategies.
SEC 460.....................................................................................3 credits

Terrorism
This course helps the student understand the causes of domestic and international terrorism and the psychological and economic effects of terrorist acts.
SEC 470.....................................................................................3 credits

Homeland Security and Interagency Response
This course examines the U.S. Patriot Act, the establishment and mission of the Department of Homeland Security and the role of local, state and private agencies in homeland security.
SEC 480.....................................................................................3 credits

Capstone Course
This is the capstone course for Organizational Security and Management undergraduate students. The course provides students with the opportunity to integrate and apply specific program knowledge and learning in a comprehensive manner. Students will evaluate and demonstrate their professional growth.
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.
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.

CHM 110 .................................................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ................................................................................... 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145..................................................................................... 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215.................................................................................... 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

**Associate Programs Pathways Program**
Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses.

Admission into the Pathways program requires:
- Pathways Non-degree Application
- High School Junior or Senior Standing
- Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
- Parent or guardian consent
- $25 application fee

Before proceeding beyond 12 credits, Pathways program students must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program.

*Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.*
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Undergraduate Business and Management works closely with other academic colleges to provide and administer academic courses in other business related fields. In cooperation with the College of Information Systems and Technology (IS&T), the College of Undergraduate Business and Management provides select IS&T courses in the e-Business and Information Systems major. The college also works cooperatively with the Colleges of Arts and Sciences to give breadth to the undergraduate learning experience through the integration of general education and professional course work.

**Associate of Arts/Concentration in Accounting**

The following Associate of Arts/Concentration in Accounting (AAACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associates of Arts in Accounting concentration focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

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

**Concentration in Accounting - Track A and B**

- ACC 220 ~------------------------------------------------------------- 3 credits
  Survey of Accounting: The Maze of Numbers
- ACC 225 ~------------------------------------------------------------- 3 credits
  Financial Accounting
- ACC 260 ~------------------------------------------------------------- 3 credits
  Accounting Ethics: Keeping it Clean
- FIN 200 ~------------------------------------------------------------- 3 credits
  Introduction to Finance: Harvesting the Money Tree
- ACC 230 ~------------------------------------------------------------- 3 credits
  Financial Reporting: Peeking Under the Financial Hood
- ACC 250 ~------------------------------------------------------------- 3 credits
  Accounting Information Systems

The University reserves the right to modify the required course of study. Additional Admission Requirements for AAACC

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAACC**

- Communication Arts Requirement 6 credits
  (A Track must include: COM 150 and COM 220)
  (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
- Science & Technology Requirement 6 credits
  (A Track must include: 3 credits in the physical or biological sciences)
  (B Track must include: SCI 162)
- Social Science Requirement 6 credits
  (A Track must include: ETH 125)
  (B Track must include: PSY 201 and ETH 125)
- Humanities Requirement 6 credits
  (A Track must include: CRT 205)
  (B Track must include: HUM 111)
- Additional Liberal Arts Requirement 3 credits
  (A Track must include: GEN 105)
  (B Track must include: US 101)
- Interdisciplinary Requirement 9 credits
  (B Track must include: FP 101)
- Concentration 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**Degree Requirements for AAACC**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.

A minimum program grade point average (GPA) of 2.0.

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education totals

The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAACC

All students entering associate degree programs with 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.

US 101 will be required as the first course in the first block of the First-Year Sequence.

HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.

With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
- National Testing Programs, and
- ACE evaluated Military credits.

The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

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 General Education or Elective requirements.

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

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAACC

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver 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 approved, nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAACC

ACC 220 ..................................................................................3 credits
Financial Accounting: The Maze of Numbers

Every business depends on its accountants to organize and maintain financial information. Accountants translate the maze of numbers most people see into valuable information that keeps a company going. This course introduces students to the accounting profession. It covers the role accounting plays in business and career options in accounting. Students learn the fundamentals of accounting principles and the accounting cycle.

ACC 225 ..................................................................................3 credits
Financial Accounting

Financial accounting communicates economic information and serves as a tool for business decision making. Through financial accounting, accountants track how money circulates within an organization. This course provides an understanding of the fundamental principles of double entry accounting as applied to practical business situations. Emphasis is given to the following: debit and credit rules of accounting, T-accounts, journalizing transactions, adjusting entries for revenue and expense items, inventories, internal control with emphasis on cash, and accounting information systems. Students will be able to prepare and use the income statement, balance sheet, and statement of cash flows.
ACC 260 ................................................................. 3 credits
Accounting Ethics: Keeping it Clean
Businesses’ accounting practices are under heightened scrutiny following corporate scandals in recent years. Accountants have a legal and ethical responsibility to follow the law and standard accounting practices as they document their companies’ finances. The course is an introductory level course in ethics, focusing on the types of situations that pose ethical problems in business. An attempt will be made to help the student develop an ethical framework which will allow the student to address ethical issues in the business world. Current trends in accounting ethics, including the Sarbanes Oxley regulations and the ethical requirements for certified public accountants are emphasized.
FIN 200 ................................................................. 3 credits
Introduction to Finance: Harvesting the Money Tree
This course gives students an overview of finance concepts, terminology, and principles. It is an introduction to the role of finance in the business world. Topics covered include the relationship between finance and accounting, careers in finance, basic financial analysis and planning techniques, financial ratios, profit, cash flow, and sources of business financing.
ACC 230 ................................................................. 3 credits
Financial Reporting: Peeking Under the Financial Hood
In this course, students will study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm’s performance.
ACC 250 ................................................................. 3 credits
Accounting Information Systems
Accountants today have put aside paper and pencil and taken advantage of advances in technology. Specialized software has made accounting transactions and reporting more dynamic and efficient. In this course, students will understand the role of accounting information systems in organizations. The course covers the different types of accounting systems used for the collection, organization, and presentation of information. Using accounting software, the students will explore how accounting information systems are used to assist management in decision-making processes. Emphasis will also be placed on the internal controls that should be included in an accounting information system.
COM 150 ................................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 ................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
CRT 205 ................................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media— including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 ................................................................. 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
The following Associate of Arts/Concentration in Accounting Foundations (AAACCF) program may be offered at these University of Phoenix campus locations: Online, depending on state residence. 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 Associate of Arts curriculum provides a foundation and overview within the academic disciplines of communication arts, social sciences, mathematics, life sciences, and the humanities. Instruction focuses on the development of student skills in writing, critical thinking, and information utilization, as well as foundational competencies in the selected discipline. The completion of an Associate of Arts degree represents an important milestone for many students as they pursue their educational goals.

The Associates of Arts in Accounting Foundations concentration focuses on the role of accounting in business strategy, accounting communications, accounting information systems, management, financial statements, and cost information. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

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.

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

**Concentration in Accounting Foundations - Track A and B**

**BUS 210 ~** .......................................................... 3 credits
- Foundations of Business

**XBCOM 230 ~** .................................................. 3 credits
- Business Communication for Accountants

**XACC 210 ~** ...................................................... 3 credits
- Accounting Information Systems

**XMGT 230 ~** .................................................... 3 credits
- Management Theory and Practice

**XACC 290 ~** ...................................................... 3 credits
- Principles of Accounting I

**XACC 291 ~** ...................................................... 3 credits
- Principles of Accounting II

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

**Additional Admission Requirements for the AAACCF**

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAACCF**

**Communication Arts Requirement 6 credits**
- (A Track must include: COM 150 and COM 220)
- (B Track must include: COM 155 and COM 156)

**Mathematics Requirement 6 credits**
- (A Track must include: 3 credits in the physical or biological sciences)
- (B Track must include: SCI 162)

**Science & Technology Requirement 6 credits**
- (A Track must include: CRT 205)
- (B Track must include: HUM 111)

**Humanities Requirement 6 credits**
- (A Track must include: ETH 125)
- (B Track must include: PSY 201 and ETH 125)

**Social Science Requirement 6 credits**
- (A Track must include: ETH 125)
- (B Track must include: US 101)

**Additional Liberal Arts Requirement 3 credits**
- (A Track must include: GEN 105)
- (B Track must include: US 101)

**Interdisciplinary Requirement 9 credits**
- (B Track must include: FP 101)

**Concentration 18 credits**

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**Degree Requirements for the AAACCF**

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-“ or higher.
- A minimum program grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.
Residency Requirements and Course Waivers for the AAACCF

• Credits applied to the Required Course of Study (with the exception of GEN 105, US 101, FP 101, and HUM 111)
• 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.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Course Descriptions for the AAACCF

BUS 210................................................................................. 3 credits

Foundations of Business
In this course students will explore the foundations of business by reviewing topics regarding their educational and professional goals. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XMGT 230................................................................................ 3 credits

Business Communication for Accountants
This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 210................................................................................ 3 credits

Accounting Information Systems
This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

XMGT 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.

XACC 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.
XACC 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.

COM 150 .................................................................................3 credits
Effective Essay Writing
Students focus on gathering research, evaluating and documenting verb and pronoun-antecedent agreement, and pronoun case. Students also provide the basis for discussion regarding the difference between use the writing process to craft an expository essay. Students also 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.

COM 220 ..................................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings provide the basis for discussion regarding the difference between coherence and correctness in written communication as students use the writing process to craft an expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

XACC 290 ~ .............................................................................3 credits
Critical Thinking
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

CRT 205 ...................................................................................3 credits
Association with Emphasis in Accounting Foundations (Maryland-Online)
The following Associate of Arts/Emphasis in Accounting Foundations (AAACCF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts curriculum provides a foundation and overview within the academic disciplines of communication arts, social sciences, mathematics, life sciences, and the humanities. Instruction focuses on the development of student skills in writing, critical thinking, and information utilization, as well as foundational competencies in the selected discipline. The completion of an Associate of Arts degree represents an important milestone for many students as they pursue their educational goals.

The Associate of Arts in Accounting Foundations emphasis focuses on the role of accounting in business strategy, accounting communications, accounting information systems, management, financial statements, and cost information. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

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.

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

Emphasis in Accounting Foundations - Track A and B

BUS 210 ~ .................................................................................3 credits
Foundations of Business
XCOM 230 ~ ............................................................................3 credits
Business Communication for Accountants
XACC 210 ~ ............................................................................3 credits
Accounting Information Systems
XMGT 230 ~ ............................................................................3 credits
Management Theory and Practice
XACC 290 ~ ............................................................................3 credits
Principles of Accounting I
XACC 291 ~ ............................................................................3 credits
Principles of Accounting II

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the AAACCF

- Applicants must be at least 16 years of age at the time of application.
- 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 AAACCF

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Emphasis 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for the AAACCF

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum program grade point average (GPA) of 2.0.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAACCF

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements and Course Waivers for the AAACCF

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
• 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 AAACC

BUS 210 .................................................................................... 3 credits

Foundations of Business
In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XBCOM 230 ............................................................................. 3 credits

Business Communication for Accountants
This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 210 .................................................................................... 3 credits

Accounting Information Systems
This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

XMG 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.

XACC 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.

XACC 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.

COM 150 .................................................................................... 3 credits

Effective Essay Writing
Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

COM 220 .................................................................................... 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

CRT 205 .................................................................................... 3 credits

Critical Thinking
In this course, students will develop the ability to think both clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students will be given the opportunity to analyze and discuss various types of media—including television, cinema, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

ETH 125 .................................................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

GEN 105 .................................................................................... 3 credits

Skills for Learning in an Info Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
Online modality in their state. Please contact your enrollment advisor for 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 Hospitality, Travel, and Tourism concentration provides content and practical application in an array of food service, lodging management, and tourism industry careers. The courses emphasize the leadership competencies and knowledge that provide the foundation of management practices valued in the hospitality arena. The Hospitality, Travel, and Tourism associate degree program is also planned to prepare the student for further study in hospitality or related programs at the undergraduate level. 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/aahtt.

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

**Concentration in Hospitality, Travel and Tourism - Track A and B**

- HTT 200 ~ ................................................................................ 3 credits
- HTT 210 ~ ................................................................................ 3 credits
- HTT 220 ~ ................................................................................ 3 credits
- HTT 230 ~ ................................................................................ 3 credits
- HTT 240 ~ ................................................................................ 3 credits
- HTT 250 ~ ................................................................................ 3 credits

Finance for Hospitality Professionals: Bed and Balance Sheets

Information Technology in Hospitality, Travel and Tourism

Lodging and Resort Operations

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

**Additional Admission Requirements for AAHTT**

- Applicants must be at least 16 years of age at the time of application.
- 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.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

**General Education Requirements for the AAHTT**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6</td>
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<tr>
<td>Mathematics Requirement</td>
<td>6</td>
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<tr>
<td>Science &amp; Technology Requirement</td>
<td>6</td>
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<tr>
<td>Social Science Requirement</td>
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<tr>
<td>Humanities Requirement</td>
<td>6</td>
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<tr>
<td>Additional Liberal Arts Requirement</td>
<td>3</td>
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<tr>
<td>Interdisciplinary Requirement</td>
<td>9</td>
</tr>
<tr>
<td>Concentration</td>
<td>18</td>
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</tbody>
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Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**Degree Requirements for AAHTT**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.
### Academic Progression Requirements for the AAHTT
- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

### Residency Requirements for the AAHTT
Students must meet the established University residency requirement for degree conferred. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
- 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 AAHTT

- **Hospitality: Food, Shelter, and Fun Away From Home**
  - This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.
  - HTT 210 .............................................................................. 3 credits

- **Travel & Tourism: For Work, For Pleasure, Forever Enriching**
  - This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.
  - HTT 220 .............................................................................. 3 credits

- **Information Technology in Hospitality, Travel and Tourism: When Distribution Joins Automation**
  - This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.
  - HTT 230 .............................................................................. 3 credits

- **Finance for Hospitality Professionals: Bed & Balance Sheets**
  - This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.
  - HTT 240 .............................................................................. 3 credits

- **Food & Beverage Management: Eat, Drink, & Be Healthy**
  - This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.
HTT 250 ................................................................................... 3 credits
Lodging and Resort Operations: There’s Room In the Inn
This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.

COM 150 ................................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

ETH 125 ................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

GEN 105 ................................................................................... 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Lodging and Resort Operations: There’s Room In the Inn
This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.

COM 220 ................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

COM 220 ................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

HTT 200 ~ ................................................................. 3 credits
Hospitality
HTT 210 ~ ................................................................. 3 credits
Travel and Tourism: Work, Pleasure, Forever Enriching
HTT 220 ~ ................................................................. 3 credits
Information Technology in Hospitality, Travel and Tourism
HTT 230 ~ ................................................................. 3 credits
Finance for Hospitality Professionals: Bed and Balance Sheets
HTT 240 ~ ................................................................. 3 credits
Food and Beverage Management: Eat, Drink and Be Healthy
HTT 250 ~ ................................................................. 3 credits
Lodging and Resort Operations

The Hospitality, Travel, and Tourism emphasis provides content and practical application in an array of food service, lodging management, and tourism industry careers. The courses emphasize the leadership competencies and knowledge that provide the foundation of management practices valued in the hospitality arena. The Hospitality, Travel, and Tourism associate degree program is also planned to prepare the student for further study in hospitality or related programs at the undergraduate level.

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/aahtt.

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

Emphasis in Hospitality, Travel and Tourism - Track A and B

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

Additional Admission Requirements for AAHTT

• Applicants must be at least 16 years of age at the time of application.
• 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 AAHTT

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)
Emphasis 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for AAHTT

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAHTT

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.

- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.

- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AAHTT

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
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Course Descriptions for the AAHTT

HTT 200.................................................................................... 3 credits

Hospitality: Food, Shelter, and Fun Away From Home
This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

HTT 210.................................................................................... 3 credits

Travel & Tourism: For Work, For Pleasure, Forever Enriching
This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.

HTT 220.................................................................................... 3 credits

Information Technology in Hospitality, Travel and Tourism: When Distribution Joins Automation
This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operators, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.

HTT 230.................................................................................... 3 credits

Finance for Hospitality Professionals: Bed & Balance Sheets
This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measurements, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.

HTT 240.................................................................................... 3 credits

Food & Beverage Management: Eat, Drink, & Be Healthy
This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

HTT 250.................................................................................... 3 credits

Lodging and Resort Operations: There’s Room In the Inn
This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.

COM 150 ................................................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

ETH 125 .................................................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

GEN 105................................................................................... 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
The following Associate of Arts/Concentration in Foundations of Business (AAFB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts with a concentration in Foundations of Business focuses on a variety of business essentials including economics, information systems, managerial ethics, financial accounting, business research and effective managerial communications. Students will explore business principles and learn to apply problem-solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

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/aafb.

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

Concentration in Foundations of Business - Track A and B

BUS 210 ~ .................................................................3 credits
Foundations of Business
XECO 212 ~............................................................3 credits
Principles of Economics
XBS 219 ~ ...............................................................3 credits
Business Information Systems
XMG 216 ~ .............................................................3 credits
Organizational Ethics and Social Responsibility
XACC 280 ~ .............................................................3 credits
Financial Accounting Concepts and Principles
XCOM 285 ~ ............................................................3 credits
Essentials of Managerial Communication

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

Additional Admission Requirements for AAFB

• Applicants must be at least 16 years of age at the time of application.
• 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 HSPE (California High School Proficiency Examination) certificate.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAFB

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Concentration 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for AAFB

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.
Academic Progression Requirements for the AAFB

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAFB

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAFB

BUS 210 ................................................................................ 3 credits

Foundations of Business

In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XECO 212 ................................................................................ 3 credits

Principles of Economics

This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.

XBIS 219 ................................................................................... 3 credits

Business Information Systems

This course provides an overview of Business Information Systems. This includes a broad foundation for both technical and non-technical business professionals. Special emphasis is placed on how information is used by different types of businesses across different industries.

XMGT 216 ................................................................................... 3 credits

Organizational Ethics and Social Responsibility

This course provides a foundational perspective for socially responsible management practices in business. Special emphasis is placed on the inter-related nature of ethics, moral, legal, and social issues in managing individuals, groups, and the organization within a business environment.

XACC 280 ................................................................................... 3 credits

Financial Accounting Concepts and Principles

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.
XCOM 285 ................................................................. 3 credits

**Essentials of Managerial Communication**

This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

COM 130 ................................................................. 3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................. 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................. 3 credits

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

### Associate of Arts/Concentration in Business Foundations

The following Associate of Arts/Concentration in Business Foundations (AABF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts with a concentration in Business Foundations focuses on a variety of business essentials including management theory and practice, information systems, financial accounting, critical thinking and effective managerial communications. Students will explore business principles and learn to apply problem solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

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

#### Concentration in Business Foundations - A Track and B Track

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 210</td>
<td>Foundations of Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>XCOM 275</td>
<td>Business Communications and Critical Thinking</td>
<td>3 credits</td>
</tr>
<tr>
<td>XBIS 220</td>
<td>Introduction to Computer Applications and Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>XMGT 230</td>
<td>Management Theory and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>XACC 290</td>
<td>Principles of Accounting I</td>
<td>3 credits</td>
</tr>
<tr>
<td>XACC 291</td>
<td>Principles of Accounting II</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

### Additional Admission Requirements for AABF

Applicants who meet the following admission requirements will be considered for admission to the Axia College Associate Degree programs:

- Applicants must be at least 16 years of age at the time of application.
- 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 (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.
General Education Requirements for the AABF
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)
Concentration 18 credits
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Degree Requirements for AABF
The degree requirements for this program are the following:
- Students transferring from Western International University to AXIA College of University of Phoenix or any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AABF
- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - Axia College of the University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements and Course Waivers for the AABF
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
• 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 AABF

BUS 210 ..................................................................................3 credits

Foundations of Business
In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XCOM 275 ............................................................................3 credits

Business Communications and Critical Thinking
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

XBIS 220 ...................................................................................3 credits

Introduction to Computer Applications and Systems
This course provides an overview of Business Information Systems. Students learn to apply Microsoft® Office tools including 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.

XMGT 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.

XACC 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.

XACC 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.

COM 150 .................................................................3 credits

Effective Essay Writing
Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

COM 220 ..................................................................................3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

CRT 205 ....................................................................................3 credits

Critical Thinking
In this course, students will develop the ability to think both clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students will be given the opportunity to analyze and discuss various types of media—including television, cinema, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

ETH 125 ....................................................................................3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

GEN 105 ...................................................................................3 credits

Skills for Learning in an Info Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
The Associate of Arts with an emphasis in Business Foundations focuses on a variety of business essentials including management theory and practice, information systems, financial accounting, critical thinking and effective managerial communications. Students will explore business principles and learn to apply problem solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments.

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

Emphasis in Business Foundations - A Track and B Track

BUS 210 ~................................................................. 3 credits
Foundations of Business
XBCOM 275 ~ ........................................................... 3 credits
Business Communications and Critical Thinking
XBIS 220 ~ ............................................................ 3 credits
Introduction to Computer Applications and Systems
XMGT 230 ~ ........................................................... 3 credits
Management Theory and Practice
XACC 290 ~ ............................................................ 3 credits
Principles of Accounting I
XACC 291 ~ ............................................................ 3 credits
Principles of Accounting II

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

Additional Admission Requirements for AABF

Applicants who meet the following admission requirements will be considered for admission to the Axia College Associate Degree programs:

- Applicants must be at least 16 years of age at the time of application.
- 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 (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.

General Education Requirements for the AABF

Communication Arts Requirement 6 credits
   (A Track must include: COM 150 and COM 220)
   (B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
   University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.
Science & Technology Requirement 6 credits
   (A Track must include: 3 credits in the physical or biological sciences)
   (B Track must include: SCI 162)
Humanities Requirement 6 credits
   (A Track must include: CRT 205)
   (B Track must include: HUM 111)
Social Science Requirement 6 credits
   (A Track must include: ETH 125)
   (B Track must include: PSY 201 and ETH 125)
Additional Liberal Arts Requirement 3 credits
   (A Track must include: GEN 105)
   (B Track must include: US 101)
Interdisciplinary Requirement 9 credits
   (B Track must include: FP 101)
Emphasis 18 credits

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AABF

The degree requirements for this program are the following:

- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AABF

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
University of Phoenix, 2012-2013

- Axia College of the University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- University of Phoenix Prior Learning Assessment, (15 credit limit on experiential learning; 15 credit limit on professional training),
- National Testing Programs, and
- ACE evaluated Military credits.

The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

- 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 General Education or Elective requirements.

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

- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements and Course Waivers for the AABF

Students must meet the established University residency requirements for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcribed from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AABF

BUS 210 .........................................................................................3 credits

Foundations of Business

In this course students will explore the foundation of business by reviewing topics regarding the structure and culture of the modern business environment. Additional topics include the evolution of business, the role of the business ethics, communication, technology, operations, leadership, and human resources. Upon completion, students are better prepared to make informed decisions regarding their educational and professional goals.

XBCOM 275 ..................................................................................3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

XBIS 220 .....................................................................................3 credits

Introduction to Computer Applications and Systems

This course provides an overview of Business Information Systems. Students learn to apply Microsoft® Office tools including 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.

XMGT 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.

XACC 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.

XACC 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.
Effective Essay Writing

Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

Critical Thinking

In this course, students will develop the ability to think both clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students will be given the opportunity to analyze and discuss various types of media—including television, cinema, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

Skills for Learning in an Info Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Accounting (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Accounting (AAACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associates of Arts in Accounting concentration focuses on the role of accounting in business strategy, financial statements, cost information, economics, management, and ethical issues. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

For students residing in Arkansas: 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/aaacc-ar.

For students residing in Minnesota: 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/aaacc-ar.

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

Concentration in Accounting - Track A and B

ACC 220 ~ ................................................................. 3 credits
Financial Accounting
ACC 260 ~ ................................................................. 3 credits
Financial Reporting: Peeking Under the Financial Hood

ACC 225 ~ ................................................................. 3 credits
Survey of Accounting: The Maze of Numbers
ACC 225 ~ ................................................................. 3 credits
Financial Accounting
ACC 260 ~ ................................................................. 3 credits
Financial Accounting: Keeping it Clean
FIN 200 ~ ................................................................. 3 credits
Introduction to Finance: Harvesting the Money Tree
ACC 230 ~ ................................................................. 3 credits
Financial Reporting: Peeking Under the Financial Hood

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

Additional Admission Requirements for AAACC

• Applicants must be at least 16 years of age at the time of application.
• 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 AAACC for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)

Concentration 15 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

General Education Requirements for the AAACC for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)

Concentration 15 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for the AAACC

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAACC

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
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 General Education or Elective requirements.

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

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Residency Requirements for the AAACC**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAACC**

**ACC 225 ................................................................. 3 credits**

**Financial Accounting**

Financial accounting communicates economic information and serves as a tool for business decision-making. Through financial accounting, accountants track how money circulates in an organization. This course provides an understanding of the fundamental principles of double entry accounting as applied to practical business situations. Emphasis is given to the following: debit and credit rules of accounting, T-accounts, journalizing transactions, adjusting entries for revenue and expense items, inventories, internal control with emphasis on cash, and accounting information systems. Students will be able to prepare and use the income statement, balance sheet, and statement of cash flows.

**ACC 260 ................................................................. 3 credits**

**Accounting Ethics: Keeping it Clean**

Businesses' accounting practices are under heightened scrutiny following corporate scandals in recent years. Accountants have a legal and ethical responsibility to follow the law and standard accounting practices as they document their companies' finances. The course is an introductory level course in ethics, focusing on the types of situations that pose ethical problems in business. An attempt will be made to help the student develop an ethical framework which will allow the student to address ethical issues in the business world. Current trends in accounting ethics, including the Sarbanes Oxley regulations and the ethical requirements for certified public accountants are emphasized.

**FIN 200 ................................................................. 3 credits**

**Introduction to Finance: Harvesting the Money Tree**

This course gives students an overview of finance concepts, terminology, and principles. It is an introduction to the role of finance in the business world. Topics covered include the relationship between finance and accounting, careers in finance, basic financial analysis and planning techniques, financial ratios, profit, cash flow, and sources of business financing.

**ACC 230 ................................................................. 3 credits**

**Financial Reporting: Peeking Under the Financial Hood**

In this course, students will study how to analyze financial statements and methods used to value companies. Financial reports help managers choose between business paths. They also help investors and analysts evaluate the financial health of companies. This course is a practical means of discovering how financial data are generated and their limitations; techniques for analyzing the flow of business funds; and methods for selecting and interpreting financial ratios. It also presents analytical tools for predicting and testing assumptions about a firm's performance.

**COM 150 ................................................................. 3 credits**

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 .................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Graduation exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
MAT 219 .................................................................3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.
MAT 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.
BIO 100 .................................................................4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.
CHM 109 .................................................................3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
HIS 135 .................................................................3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.
ETH 125 .................................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
CRT 205 .................................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 .................................................................3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Hospitality, Travel and Tourism (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Hospitality, Travel and Tourism (AAHTT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Hospitality, Travel, and Tourism concentration provides content and practical application in an array of foodservice, lodging management, and tourism industry careers. The courses emphasize the leadership competencies and knowledge that provide the foundation of management practices valued in the hospitality arena. The Hospitality, Travel, and Tourism associate degree program is also planned to prepare the student for further study in hospitality or related programs at the undergraduate level. 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/aahtt.

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Concentration in Hospitality, Travel and Tourism - Track A and B

HTT 200 ~ ................................................................................ 3 credits
Hospitality: Food, Shelter and Fun Away from Home
HTT 210 ~ ................................................................................ 3 credits
Travel and Tourism: Work, Pleasure, Forever Enriching
HTT 220 ~ ................................................................................ 3 credits
Information Technology in Hospitality, Travel and Tourism
HTT 240 ~ ................................................................................ 3 credits
Finance for Hospitality Professionals: Bed and Balance Sheets
HTT 250 ~ ................................................................................ 3 credits
Food and Beverage Management: Eat, Drink and Be Healthy

Additional Admission Requirements for AAHTT

- Applicants must be at least 16 years of age at the time of application.
- 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 AAHTT for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220
College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Concentration 15 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

General Education Requirements for the AAHTT for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Concentration 15 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for the AAHTT

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAHTT

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
Course Descriptions for the AAHTT

**HTT 200**  
This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

**HTT 210**  
This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.

**HTT 220**  
This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.

**HTT 230**  
This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.

**HTT 240**  
This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

**COM 150**  
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the course and quality control.

**Effective Essay Writing**  
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the course and quality control.
**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and only shape human. Critical thinking exercises address common confusions words, modifiers, parallel structure, and sentence variety. MAT 219

**Introduction to College Algebra**

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

**MAT 220**

**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.

**BIO 100**

**Introduction to Life Science with Lab**

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

**CHM 109**

**Introductory Chemistry**

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

**HIS 135**

**The American Experience Since 1945**

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

**COM 220**

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and only shape human. Critical thinking exercises address common confusions words, modifiers, parallel structure, and sentence variety.

**MAT 219**

**Introduction to Life Science with Lab**

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

**MAT 220**

**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.

**BIO 100**

**Introduction to Life Science with Lab**

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

**CHM 109**

**Introductory Chemistry**

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

**HIS 135**

**The American Experience Since 1945**

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.
Concentration in Foundations of Business - Track A and B

XECO 212 ~ ................................................................. 3 credits
Principles of Economics
XBSI 219 ~ ................................................................. 3 credits
Business Information Systems
XMGT 216 ~ ................................................................. 3 credits
Organizational Ethics and Social Responsibility
XACC 280 ~ ................................................................. 3 credits
Financial Accounting Concepts and Principles
XCOM 285 ~ ................................................................. 3 credits
Essentials of Managerial Communication

Additional Admission Requirements for AAFB

• Applicants must be at least 16 years of age at the time of application.
• 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 AAFB for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Concentration 15 credits

General Education Requirements for the AAFB for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 9 credits
(A Track must include: HUM 111)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Concentration 15 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for the AAFB

The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAFB

• All students entering associate degree programs with 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.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:

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Residency Requirements for the AAFB

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, who do not enroll in the First-Year Sequence may not enroll in any course from the First-Year Sequence to satisfy General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Course Descriptions for the AAFB

XECO 212 ................................................................. 3 credits
Principles of Economics
This course introduces the fundamental theories of microeconomics and macroeconomics. The economic principles studied in this course apply to everyday life as students research an industry, debate issues with trade agreements, discuss the effects of a shift in labor supply and demand, and discuss the strengths and weaknesses of the Consumer Price Index calculation. In particular, students research an industry affected by the economy and perform an economic analysis of the chosen industry.

XBIS 219 ............................................................ 3 credits
Business Information Systems
This course provides an overview of Business Information Systems. This includes a broad foundation for both technical and non-technical business professionals. Special emphasis is placed on how information is used by different types of businesses across different industries.

XMGMT 216 ......................................................... 3 credits
Organizational Ethics and Social Responsibility
This course provides a foundational perspective for socially responsible management practices in business. Special emphasis is placed on the inter-related nature of ethics, moral, legal, and social issues in managing individuals, groups, and the organization within a business environment.

XACC 280 ........................................................... 3 credits
Financial Accounting Concepts and Principles
This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on the enterprise. Financial information is examined from the perspective of effective management decision making with special emphasis on the planning and controlling responsibilities of practicing managers.

XCOM 285 ........................................................... 3 credits
Essentials of Managerial Communication
This course introduces students to the foundations of communication in a business setting. Students are exposed to various topics related to interpersonal and group communication with an eye toward applications in an office or virtual office setting. Students will develop skills in various forms of written communication, including memos, emails, business letters, and reports. Communication ethics and cross-cultural communications are also explored. Upon completing the course, students will have an awareness of their personal communication style and be able to identify areas for further exploration of communication as a business skill.

COM 150 .......................................................... 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**Introduction to College Algebra**
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

**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.

**Introduction to Life Science with Lab**
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

**The American Experience Since 1945**
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

**Critical Thinking**
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**Cultural Diversity**
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**Skills for Learning in an Information Age**
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Concentration in Business Foundations (Minnesota/Arkansas)**
The following Associate of Arts/Concentration in Business Foundations (AABF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts with a concentration in Business Foundations focuses on a variety of business essentials including management theory and practice, information systems, financial accounting, critical thinking and effective managerial communications. Students will explore business principles and learn to apply problem solving strategies to real-life scenarios. In addition, students will also discuss the effects of culture and ethics in current global and domestic business environments. Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Concentration in Business Foundations - A Track and B Track**
- **XBCOM 275 ~** ..............................................................3 credits
- **XMGT 230 ~** ..............................................................3 credits
- **XBS 220 ~** ..............................................................3 credits
- **Introduction to Computer Applications and Systems**
- **Business Communications and Critical Thinking**

The following Associate of Arts/Concentration in Business Foundations (AABF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.
Applications must be at least 16 years of age at the time of admission. Additional Admission Requirements for AABF

Applicants who meet the following admission requirements will be considered for admission to the Axia College Associate Degree programs:

- Applicants must be at least 16 years of age at the time of application.
- 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 (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.

General Education Requirements for the AABF

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Concentration 15 credits

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Degree Requirements for AABF

The degree requirements for this program are the following:

- Students transferring from Western International University to AXIA College of University of Phoenix or any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AABF

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, course requirements may be satisfied by any of the following means:
  - Axia College of the University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
Management Theory and Practice

Management Theory and Practice

Residency Requirements and Course Waivers for the AABF

Students must meet the established University residency requirements for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. To be considered, the course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).

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 AABF

XCOM 275 ~ .......................................................... 3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

XBIS 220~.......................................................... 3 credits

Introduction to Computer Applications and Systems

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

XMGT 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.

XACC 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.

XACC 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.

Associate of Arts/Concentration in Accounting Foundations (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Accounting Foundations (AAACCF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts curriculum provides a foundation and overview within the academic disciplines of communication arts, social sciences, mathematics, life sciences, and the humanities. Instruction focuses on the development of student skills in writing, critical thinking, and information utilization, as well as foundational competencies in the selected discipline. The completion of an Associate of Arts degree represents an important milestone for many students as they pursue their educational goals.

The Associates of Arts in Accounting Foundations concentration focuses on the role of accounting in business strategy, accounting communications, accounting information systems, management, financial statements, and cost information. Students will encounter real-world scenarios where they will use accounting information resources and systems, and present conclusions based on accounting and business data. Additionally, students will use ledgers, journals, and worksheets to complete formal, informal, and quantitative accounting tasks.

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.

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

Concentration in Accounting Foundations - Track A and B

XCMB 230 ~.......................................................... 3 credits

Business Communication for Accountants

XACC 210 ~.......................................................... 3 credits

Accounting Information Systems

XMGT 230 ~.......................................................... 3 credits

Management Theory and Practice
XACC 290 ~ ............................................................................. 3 credits
Principles of Accounting I
XACC 291 ~ ............................................................................. 3 credits
Principles of Accounting II
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the AAACCF
• Applicants must be at least 16 years of age at the time of application.
• 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 AAACCF
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Concentration 15 credits
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for the AAACCF
• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum program grade point average (GPA) of 2.0.
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAACCF
• All students entering associate degree programs with 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.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  National Testing Programs, and
  ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

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 General Education or Elective requirements.

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

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements and Course Waivers for the AAACF

Students must meet the established University residency requirements for degree conferment. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAACF

XACC 210 ~ ................................................................. 3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communications within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, e-mails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

XACC 290 ~ ................................................................. 3 credits

Principles of Accounting I

XACC 291 ~ ................................................................. 3 credits

Principles of Accounting II

ETH 316 ~ ................................................................. 3 credits

Ethics and Social Responsibility

Accounting Information Systems

This course introduces accounting students to the use of technology and real-world applications. Areas of study include fundamental concepts and technologies (what computers can do for a business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer and human synergy.

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: Online, depending on state of residence. 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

GEN 200 (For A Track only) ....................................................... 3 credits
Foundations for General Education and Professional Success

GEN 195 (For B Track only) ....................................................... 3 credits
Foundations of University Studies

Communications, 3 total credits

BIS 220 ~ ................................................................. 3 credits

Business Information Systems, 3 total credits

BUS 220 ~ ................................................................. 3 credits

Management, 6 total credits

MG 230 ~ ................................................................. 3 credits
Management Theory and Practice

MG 311 ~ ................................................................. 3 credits

Organizational Development

Accounting, 6 total credits

ACC 290 ~ ................................................................. 3 credits

Principles of Accounting I

ACC 291 ~ ................................................................. 3 credits

Principles of Accounting II

Ethics & Social Responsibility, 3 total credits

ETH 316 ~ ................................................................. 3 credits

Ethics and Social Responsibility
Economics, 6 total credits
ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics

Business Law, 3 total credits
LAW 421 ~ ................................................................. 3 credits
Contemporary Business Law

Finance, 3 total credits
FIN 370 ~ ................................................................. 3 credits
Finance for Business

Marketing, 3 total credits
MKT 421 ~ ................................................................. 3 credits
Marketing

Research and Statistics, 6 total credits
RES 351~ ................................................................. 3 credits
Business Research
QNT 351~ ................................................................. 3 credits
Quantitative Analysis for Business

Business Capstone, 3 total credits
BUS 475~ ................................................................. 3 credits
Integrated Business Topics

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-a.

The BSB/ACC may not educationally qualify graduates to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s BSB/ACC.

Administration Concentration
The Business Administration concentration is designed for the working professional employed in a business or public organization. The major coursework emphasizes quantitative skills and is designed to enable graduates to deal effectively with an increasingly complex business environment. The administration concentration examines the areas of operations management, project management, economics, accounting, finance, and strategic management.

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

Accounting Concentration
ACC 400 ~ ................................................................. 3 credits
Accounting for Decision Making

Students must choose three of the following courses:

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
Students must choose three of the following courses:

**Finance Concentration**

The Finance Concentration emphasizes fundamental and advanced financial concepts, theories, and practices to promote well-informed financial decision making. The Finance Concentration allows students to examine the areas of finance for decision making, financial risk management, mergers, acquisitions, and corporate restructuring, investment analysis and portfolio management, and global finance. Students will integrate advanced topics in financial management through real-world business application. Financial managers need many different skills. Interpersonal skills are important because these jobs involve managing people and working as part of a team to solve problems. Financial managers must have excellent communication skills to explain complex financial data. Since financial managers work extensively with various departments in their firm, a broad understanding of business is essential. Financial managers should be creative thinkers and problem-solvers, applying their analytical skills to business. They must be comfortable with the latest computer technology. Financial managers must have knowledge of international finance because financial operations are increasingly being affected by the global economy.

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

FIN 419 ~ .................................................................3 credits
Finance for Decision Making

FIN 486 ~ .................................................................3 credits
Strategic Financial Management

Students must choose three of the following courses:

FIN 366 ~ .................................................................3 credits
Financial Institutions

FIN 375 ~ .................................................................3 credits
Financial Management in the Small Business

FIN 402 ~ .................................................................3 credits
Investment Fundamentals and Portfolio Management

FIN 410 ~ .................................................................3 credits
Working Capital Management

FIN 415 ~ .................................................................3 credits
Corporate Risk Management

FIN 420 ~ .................................................................3 credits
Personal Financial Planning

FIN 444 ~ .................................................................3 credits
Mergers, Acquisitions, and Corporate Restructuring

FIN 467 ~ .................................................................3 credits
Real Estate Investment

**Global Management Concentration**

The Global Business concentration emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business through real-life applications. The program promotes the development of a "global mindset" and reflects the dynamic nature of global business realities.

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

GBM 380 ~ .................................................................3 credits
Global Business

GBM 381 ~ .................................................................3 credits
International Trade

HRM 350 ~ .................................................................3 credits
International Human Resource Management

ISCOM 383 ~ .................................................................3 credits
Global Value Chain Management

GBM 489 ~ .................................................................3 credits
Strategic Topics in Global Business Management

**Sustainable Enterprise Management Concentration**

The Sustainable Enterprise Management concentration will prepare students for management careers based on sustainable business practices. The program emphasizes the development of skills in operating standards, enterprise planning, social responsibility, and sustainable management techniques. Upon completion of this program students will possess the knowledge and skills needed to manage business enterprises for a sustainable future.

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

MGT 360 ~ .................................................................3 credits
Green and Sustainable Enterprise Management

MGT 470 ~ .................................................................3 credits
Sustainable Enterprise Planning

Students must choose three of the following courses:

BUS 327 ~ .................................................................3 credits
The Sustainable Organization

BUS 372 ~ .................................................................3 credits
Business Sustainability Standards

ECO 370 ~ .................................................................3 credits
Environmental Economics

MGT 380 ~ .................................................................3 credits
Organizational Change Management

MGT 403 ~ .................................................................3 credits
Environmental Management Systems
Human Resource Management Concentration

The Human Resource Management Concentration helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The concentration addresses the legal and ethical components of the decision-making process involved in the human resources environment. The Human Resource Management Concentration introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, negotiation and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

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

Students must choose three of the following courses:

- **HRM 300 ~ Fundamentals of Human Resource Management**
- **HRM 326 ~ Employee Development**
- **HRM 324 ~ Total Compensation**
- **HRM 498 ~ Strategic Management**
- **MGT 441 ~ Business Models in Early-stage Enterprises**
- **MKT 442 ~ Business Models in Early-stage Enterprises**
- **MGT 442 ~ Market Discovery and Validation in Early-stage Enterprises**
- **BUS 443 ~ Implementing Entrepreneurship in Early-stage Enterprises**

Management Concentration

The Management Concentration emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Concentration allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-m.

Students must choose three of the following courses:

- **HRM 300 ~ Fundamentals of Human Resource Management**
- **HRM 326 ~ Employee Development**
- **HRM 498 ~ Strategic Management**
- **MGT 441 ~ Business Models in Early-stage Enterprises**
- **MKT 442 ~ Business Models in Early-stage Enterprises**
- **MKT 411 ~ Business Models in Early-stage Enterprises**
- **MGT 360 ~ Green and Sustainable Enterprise Management**
- **MGT 411 ~ Green and Sustainable Enterprise Management**
- **MKT 411 ~ Green and Sustainable Enterprise Management**
- **MGT 426 ~ Innovative and Creative Business Thinking**
- **MGT 426 ~ Innovative and Creative Business Thinking**
- **MGT 426 ~ Innovative and Creative Business Thinking**

Change Management

- **HRM 310 ~ Change Management**
- **HRM 324 ~ Total Compensation**
- **HRM 326 ~ Employee Development**
- **HRM 420 ~ Human Resource Risk Management**
- **MGT 434 ~ Employment Law**
- **PHL 410 ~ Classical Logic**

Innovative Leadership

- **MGT 360 ~ Green and Sustainable Enterprise Management**
- **MGT 411 ~ Green and Sustainable Enterprise Management**
- **MGT 426 ~ Innovative and Creative Business Thinking**
- **MGT 426 ~ Innovative and Creative Business Thinking**
- **MGT 426 ~ Innovative and Creative Business Thinking**

Creative Minds and Critical Thinking

- **PHL 458 ~ Understanding Ethics**
- **OI 361 ~ Managing Change in the Workplace**
- **OI 370 ~ Understanding Ethics**
- **OI 370 ~ Understanding Ethics**
- **OI 370 ~ Understanding Ethics**

Innovation, Design, and Creativity for a Competitive Advantage

- **ETH 355 ~ Innovation, Design, and Creativity for a Competitive Advantage**
- **ETH 355 ~ Innovation, Design, and Creativity for a Competitive Advantage**
- **ETH 355 ~ Innovation, Design, and Creativity for a Competitive Advantage**

Quality Management

- **MGT 426 ~ Total Compensation**
- **MGT 426 ~ Total Compensation**
- **MGT 426 ~ Total Compensation**

UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - UNDERGRADUATE
Marketing Concentration
The Marketing Concentration addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The marketing concentration builds upon the foundational marketing course, which allows further study in the areas of consumer behavior, advertising, marketing research, public relations, promotion measurement and analysis, and international and global marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

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

MKT 435 ~ ................................................................. 3 credits
Consumer Behavior

MKT 498 ~ ................................................................. 3 credits
Integrated Marketing Strategies

Students must choose three of the following courses:

COM 340 ~ ............................................................. 3 credits
Mass Communication

COM 400 ~ ............................................................. 3 credits
Media and Society

MKT 438 ~ ............................................................. 3 credits
Public Relations

Project Management Concentration
The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

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

CPMG 300 ~ .......................................................... 3 credits
Project Management

CPMG 301 ~ .......................................................... 3 credits
Project Management

CPMG 302 ~ .......................................................... 3 credits
Project Estimating and Control Techniques

CPMG 303 ~ .......................................................... 3 credits
Project Management Capstone

Public Sector Concentration
The Public Sector concentration focuses on the efficient and effective utilization of public resources to achieve the public purpose within a state, local, or not-for-profit environment. The concentration emphasizes the foundations of public policy, program development, implementation and valuation, human resources and labor relations, and public finance. Students will develop powerful leadership skills enabling them to successfully manage complex public programs.

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

BPA 303 ~ .............................................................. 3 credits
Public Programs: Implementation and Evaluation in a Dynamic Environment

BPA 406 ~ .............................................................. 3 credits
The Public Leader: Integration and Application

Students must choose three of the following courses:

BPA 301 ~ .............................................................. 3 credits
Foundations of Public Administration

HRM 330 ~ ............................................................ 3 credits
Human Resources and Labor Relations in Public Service

FIN 380 ~ ............................................................. 3 credits
Financial Management of Non-Profit Organizations

ACC 460 ~ ............................................................. 3 credits
Government and Non-Profit Accounting

MKT 438 ~ ............................................................. 3 credits
Public Relations

Small Business Management & Entrepreneurship Concentration
The Small Business Management concentration provides students with a course framework built around small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Within the concentration, students can elect to study advanced concepts in small business marketing, leadership, family business management, operations management, and business law for entrepreneurs. They may also elect to explore in more depth either small business management or entrepreneurship studies as a function of their concentration electives. Students graduating with the Small Business Management concentration will be prepared to address the challenges and opportunities specific to small business management and entrepreneurship.

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

MGT 401 ~ ............................................................ 3 credits
The Small Business: Structure, Planning and Funding

MGT 418 ~ ............................................................ 3 credits
Evaluating New Business Opportunities

FIN 375 ~ ............................................................. 3 credits
Financial Management in the Small Business

MKT 431 ~ ............................................................ 3 credits
Small Business Marketing

MKT 465 ~ ........................................................... 3 credits
Small Business and Entrepreneurial Planning
Service Sector Concentration

The Service Sector concentration focuses the student on the service environment. The program emphasizes skill development in strategic management, marketing, supply management, product and brand management, service operations, merchandising, and personnel management unique to the service industry, which includes retail, hospitality, lodging, restaurant, and gaming management. Upon completion of this program students will possess the knowledge and skills necessary to be leaders in the service industry.

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

OI 365 ~ ................................................................. 3 credits
Knowledge Management and Intellectual Capital
OI 466 ~ ................................................................. 3 credits
Organizational Innovation Integrated Project

Students must choose three of the following courses:

BRM 353 ~ ................................................................. 3 credits
Product and Brand Management
MGT 356 ~ ................................................................. 3 credits
Retail Personnel Management
HM 322 ~ ................................................................. 3 credits
Gaming Management
HM 370~ ................................................................. 3 credits
Hospitality Management
HM 486 ~ ................................................................. 3 credits
Trends and Emerging Issues in Hospitality
ISCOM 354 ~ ................................................................. 3 credits
Retail Operations: Supply Management
MGT 371 ~ ................................................................. 3 credits
Lodging Management
MGT 372 ~ ................................................................. 3 credits
Food and Beverage Management
MGT 373 ~ ................................................................. 3 credits
Events and Recreation Management

Environmental Sustainability Concentration

This Environmental Sustainability concentration provides an overview of sustainable practices and applications from the environmental science perspective. Current and historical environmental issues are evaluated by examining the impact these issues have on society and the environment. Sustainable practices are analyzed to determine the relevant course of action for environmental management. This concentration is comprised of five categories: energy, business, agriculture, architecture and green materials, and sustainable ecosystems.

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-sus.

SUS 300 ~ ................................................................. 3 credits
Environmental Sustainability
ENV 340 ~ ................................................................. 3 credits
Energy and the Environment
SUS 310 ~ ................................................................. 3 credits
Industrial Ecology
SUS 350 ~ ................................................................. 3 credits
Green Building and Urban Planning

Students must choose one of the following courses:

SUS 370 ~ ................................................................. 3 credits
Sustainable Ecosystems
SUS 380 ~ ................................................................. 3 credits
Sustainable Planning and Land Use
SUS 385 ~ ................................................................. 3 credits
Sustainable Ocean Use

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 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.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

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

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
Puerto Rico students may not use conversational English to satisfy Communication Arts.
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
Nevada students must complete three (3) credits in Nevada Constitution
Additional Liberal Arts Requirement(s) 6 credits
Puerto Rico students must complete 6 credits of Spanish. Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish 1 or higher will satisfy the Spanish requirement.
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.

General Education Requirements for the BSB for Arkansas Students
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 or higher
B Track must include: COM 170 and COM 172
Mathematics Requirement(s) 6 credits
Must include MTH 220
Science & Technology Requirement(s) 9 credits
B Track must include: SCI 163
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.
Humanities Requirement(s) 9 credits
B Track must include: HUM 114
Social Science Requirement(s) 9 credits
B Track must include: PSY 211
Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.
Additional Liberal Arts Requirement(s) 6 credits
Interdisciplinary Requirement(s) 9 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.

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

The following courses in the required course of study may not be waived: ACC 497, BCOM 275, BPA 406, BUS 475, CPMGT 305, FIN 486, GBM 489, GEN 195, GEN 200, HRM 498, MGT 420, MGT 465, MGT 470, MGT 488, MGT 498, MKT 498, OI 466, SUS 300
Course Descriptions for the BSB

**GEN 200** ................................................................. 3 credits  
**Foundations of 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 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.

**BCOM 275** ............................................................... 3 credits  
**Business Communications and Critical Thinking**
This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

**BIS 220** ................................................................. 3 credits  
**Introduction to Computer Applications and Systems**
This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including work processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include use 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.

**FIN 370** ................................................................. 3 credits  
**Principles of Microeconomics**
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

**LAW 421** ............................................................... 3 credits  
**Contemporary Business Law**
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

**FIN 370** ................................................................. 3 credits  
**Finance for Business**
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
The 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.

RES 351 ..................................................................................... 3 credits

**Business Research**

This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

QNT 351 ................................................................. 3 credits

**Quantitative Analysis for Business**

This course integrates applied business research and descriptive statistics. Students will learn to apply business research and descriptive statistics in making better business decisions. Other topics include examination of the role of statistics in research, statistical terminology, the appropriate use of statistical techniques, and interpretation of statistical findings in business and research.

BUS 475 .................................................................................... 3 credits

**Integrated Business Topics**

The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

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 specified 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.

MTH 209 ..................................................................................... 3 credits

**College Mathematics II**

This course continues the demonstration and examination of various algebra concepts that were begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 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.

CHM 110 ..................................................................................... 3 credits

**Introductory Chemistry**

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
PHY 101 ....................................................................................3 credits

**Fundamentals of Physics**

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 .....................................................................................3 credits

**The American Experience Since 1945**

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying a historical perspective to analyze contemporary issues.

POL 215 ....................................................................................3 credits

**State and Local Political Processes**

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

**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. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ................................................................. 3 credits

**Intermediate Financial Accounting III**

This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 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 Administration Concentration**

ACC 400 ................................................................. 3 credits

**Accounting for Decision Making**

This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

MGT 448 ................................................................. 3 credits

**Global Business Strategies**

The manager’s perspective in the fields of international payments, international trade, and investments are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

ACC 340 ................................................................. 3 credits

**Accounting Information Systems I**

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

BSA 375 ................................................................. 3 credits

**Fundamentals of Business Systems Development**

This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

EBUS 405 ................................................................. 3 credits

**e-Business Technologies**

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.
Investment Fundamentals and Portfolio Management
This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.

FIN 410 ........................................................................... 3 credits

Working Capital Management
Working Capital Management This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.

FIN 415 ........................................................................... 3 credits

Corporate Risk Management
This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 420 ........................................................................... 3 credits

Personal Finance
This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.

FIN 444 ........................................................................... 3 credits

Mergers, Acquisitions, and Corporate Restructuring
This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.
FIN 467: Real Estate Investment
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today's real estate investment environment.

Course Descriptions for the Global Management Concentration
GBM 380: Global Business
This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.
GBM 381: International Human Resource Management
This course is an overview of international human resources management practices with emphasis on human resource challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

International Trade
This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.

HRM 350: Strategic Topics in Global Business Management
This course applies the principles of international trade, global monetary systems, international organizations, and economic development to make effective strategic business decisions. Emphasis is placed on utilizing improved strategic thinking and decision-making capabilities in the global environment.

Course Descriptions for the Sustainable Enterprise Management Concentration
MGT 360: 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 470: Sustainable Enterprise Planning
This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

BUS 327: The Sustainable Organization
This course focuses on the business practices and tools that add economic, social, and ethical value to the business resources of a sustainable enterprise. Emphasis is placed on the general science of sustainability, consumptive calculations of manufacturing, and the impact of business decisions on the environment.

BUS 372: Business Sustainability Standards
This course provides a regulatory and compliance overview of local, state, and federal business sustainability standards. Special emphasis is placed on ISO requirements, LEED certification, and emerging sustainability standards for business. Students will also address compliance as a competitive advantage and the ethical responsibility of businesses to employees, the community, and the environment.

ECO 370: Environmental Economics
This course applies the theoretical economic tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.

MGT 380: Organizational Change Management
This course prepares students to be effective agents for change in the business community. This includes a step-wise framework for understanding, designing, and implementing change successfully. Special emphasis is placed on organizational change, program design, change processes, and successfully implementing both short-term and long-term change within the organization.

MKT 411: Green Marketing
This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 441: Business Models in Early-stage Enterprises
This course provides an overview of business models for early-stage entrepreneurial ventures in all industries, including those in green industries and clean technology. Emphasis is placed on designing a competitive early-stage enterprise business model, the competing interests of stakeholders, the use of triple bottom line measures to guide enterprise design, forms of ownership, intellectual property, and exploring financing options—both private and public.
MKT 442................................................................. 3 credits
Market Discovery and Validation in Early-stage Enterprises
This course applies entrepreneurial approaches to the discovery and validation of markets in all industries for early-stage entrepreneurial ventures, including those in green Industries and clean technology. Emphasis is placed on iterative approaches for product design; validation of customer needs in an early-stage entrepreneurial setting; and early-stage enterprise marketing needs and trends.

BUS 443 ............................................................... 3 credits
Implementing Entrepreneurship in Early-stage Enterprises
This course focuses on the implementation of lean business models in entrepreneurial ventures in all industries, including those in green industries and clean technology. This includes the strategic application of financial planning, capital management, marketing, people management, and leadership as a means to reduce start-up risk. Emphasis is placed on adapting the business plan to the realistic needs of an early-stage owner and entrepreneur.

Course Descriptions for the Human Resource Management Concentration

HRM 300................................................................. 3 credits
Fundamentals of Human Resource 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 324................................................................. 3 credits
Total Compensation
This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 326................................................................. 3 credits
Employee Development
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 498 ............................................................... 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 434 ............................................................... 3 credits
Employee Development
This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

HRM 310................................................................. 3 credits
Change Management
This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.
**HRM 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 360 ................................................................. 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.

**MKT 340 ................................................................. 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.

**MKT 498 ................................................................. 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 307 ................................................................. 3 credits**

**Innovation for the 21st Century**

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.

**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 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 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.
Project Management Capstone

Procurement and Risk Management

Project Management Concentration

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.

Course Descriptions for the Project Management Concentration

CPMGT 300 ................................................................................ 3 credits

Project Management
This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 ................................................................................ 3 credits

Strategic Portfolio and Project Management
This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 ................................................................................ 3 credits

Procurement and Risk Management
This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 ................................................................................ 3 credits

Project Estimating and Control Techniques
To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMT 305 ................................................................................ 3 credits

Project Management Capstone
This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Course Descriptions for the Public Sector Concentration

BPA 303 .................................................................................. 3 credits

Public Programs: Implementation and Evaluation in a Dynamic Environment
This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

BPA 406 .................................................................................. 3 credits

The Public Leader: Integration and Application
This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepen the student’s understanding of the challenges and complexities facing and public leader. Student will explore the leadership styles of successful national, state, and local leaders to integrate and apply the principles and practices of public administration in a real world setting.

BPA 301 .................................................................................. 3 credits

Foundations of Public Administration
This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

HRM 330 .................................................................................. 3 credits

Human Resources and Labor Relations in Public Service
This course explores the changing civil service system within the rich, varied and pluralistic public service of today. Course topics will include recruiting, staffing, employee retention, performance management, compensation, benefits, and promotion. Labor relations, with and without a collective bargaining agreement will be studied. Students will study the resolution of disagreements using alternative dispute resolution systems designed to advance the public purpose.

FIN 380 .................................................................................. 3 credits

Financial Management of Non-Profit Organizations
Financial Management of Non-Profit Organizations This course emphasizes the utilization of key financial concepts to effectively obtain desired goals and objectives by non-profit organizations in the private, public, and the international arenas. While profit oriented entities focus on maximizing shareholder’s wealth, non-profit organizations are concerned with deriving maximum benefit for each dollar expended on a charitable endeavor. The centrality of finance to achieve such goal will be thoroughly explored.

ACC 460 .................................................................................. 3 credits

Government and Non-Profit Accounting
This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.
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.

Course Descriptions for the Small Business Management & Entrepreneurship Concentration
MGT 401 ..................................................................................3 credits

The Small Business: Structure, Planning and Funding
This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

MGT 418 ..................................................................................3 credits

Evaluating New Business Opportunities
This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

FIN 375 ..................................................................................3 credits

Financial Management in the Small Business
This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

MKT 431 ..................................................................................3 credits

Small Business Marketing
Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

MGT 465 ..................................................................................3 credits

Small Business and Entrepreneurial Planning
This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.

Course Descriptions for the Service Sector Concentration
OI 365 ..................................................................................3 credits

Knowledge Management and Intellectual Capital
In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to, innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

OI 466 ..................................................................................3 credits

Organizational Innovation Integrated Project
This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve a real life business problem or opportunity. Using design principles, practices, and theory, students will be asked to create innovative solutions to problems or opportunities in the areas of strategy, process, product, and service.

BRM 353 ..................................................................................3 credits

Product Brand Management
This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

MGT 356 ..................................................................................3 credits

Retail Personnel Management
This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

HM 322 ..................................................................................3 credits

Gaming Management
This course provides an overview of the business practices and principles unique to the gaming industry. This includes an overview of the history and evolution of gaming, different venues, and the business implications of the economic and social impact of the industry. Special emphasis is placed on legal, ethical, and social issues related to gaming entertainment as a business entity.

HM 370 ..................................................................................3 credits

Hospitality Management
This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

HM 486 ..................................................................................3 credits

Trends and Emerging Issues in Hospitality
This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.

ISCOM 354 ..............................................................................3 credits

Retail Operations: Supply Management
This course encompasses an examination of the supply-side of the retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

MGT 371 ..................................................................................3 credits

Lodging Management
This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.
MGMT 372 .................................................................................. 3 credits
**Food and Beverage Management**

This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.

**Course Descriptions for the Environmental Sustainability Concentration**

SUS 300 .................................................................................... 3 credits
**Environmental Sustainability**

Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and energy efficient home or building design.

ENV 340 ................................................................................... 3 credits
**Energy and the Environment**

This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

SUS 310 .................................................................................... 3 credits
**Industrial Ecology**

This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life-cycle assessment.

SUS 350 .................................................................................... 3 credits
**Green Building and Urban Planning**

This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.

*Students must choose one of the following courses:*

SUS 370 .................................................................................... 3 credits
**Sustainable Ecosystems**

In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.

SUS 380 .................................................................................... 3 credits
**Sustainable Planning and Land Use**

In this course, students evaluate strategies that lead to the promotion of sustainable development, planning, and land use. Students develop a sustainable land use plan for natural and human-dominated landscapes and its impact on socioeconomic issues. Upon completion of the course, students are able to apply management strategies and relevant land use practices to achieve sustainability.

SUS 385 .................................................................................... 3 credits
**Sustainable Ocean Use**

In this course, students evaluate the principles of sustainable ocean use. Students analyze the environmental and economic role of the oceans. The sources and impact of ocean environmental degradation are examined. Topics include fisheries, aquaculture, natural resources and uses, and pollution. Sustainable management practices are analyzed by examining global environmental policies and regulations.

**The Bachelor of Science in Business (Maryland-Online)**

The following Bachelor of Science in Business (BSB) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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**

GEN 200(For A Track only) .................................................. 3 credits
Foundations for General Education and Professional Success
GEN 195 (For B Track only) .................................................. 3 credits
Foundations of University Studies
**Communications, 3 total credits**

BCOM 275 ~ .................................................................................. 3 credits
Business Communications and Critical Thinking
**Business Information Systems, 3 total credits**

BIS 220 ~ .................................................................................. 3 credits
Introduction to Computer Applications and Systems
Management, 6 total credits
MGT 230 ~ .................................................................3 credits
Management Theory and Practice
MGT 311 ~ .................................................................3 credits
Organizational Development

Accounting, 6 total credits
ACC 290 ~ .................................................................3 credits
Principles of Accounting I
ACC 291 ~ .................................................................3 credits
Principles of Accounting II

Ethics & Social Responsibility, 3 total credits
ETH 316 ~ .................................................................3 credits
Ethics and Social Responsibility

Economics, 6 total credits
ECO 372 ~ .................................................................3 credits
Principles of Macroeconomics
ECO 365 ~ .................................................................3 credits
Principles of Microeconomics

Business Law, 3 total credits
LAW 421 ~ .................................................................3 credits
Contemporary Business Law

Finance, 3 total credits
FIN 370 ~ .................................................................3 credits
Finance for Business

Marketing, 3 total credits
MKT 421~ .................................................................3 credits
Marketing

Research and Statistics, 6 total credits
RES 351~ .................................................................3 credits
Business Research
QNT 351~ .................................................................3 credits
Quantitative Analysis for Business

Business Capstone, 3 total credits
BUS 475~ .................................................................3 credits
Integrated Business Topics

Students must select one emphasis in a particular area of study at the time of enrollment.

Students may also complete an additional emphasis. Please contact your academic representative for more information.

Accounting Emphasis
The Accounting Emphasis 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

Intermediate Financial Accounting I
ACC 422 ~ .................................................................3 credits
Intermediate Financial Accounting II
ACC 423 ~ .................................................................3 credits
Intermediate Financial Accounting III
ACC 497 ~ .................................................................3 credits
Advanced Topics in Accounting Research

The BSB/ACC may not educationally qualify graduates to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University's BSB/ACC.

Administration Emphasis
The Business Administration emphasis is designed for the working professional employed in a business or public organization. The major coursework emphasizes quantitative skills and is designed to enable graduates to deal effectively with an increasingly complex business environment. The administration emphasis examines the areas of operations management, project management, economics, accounting, finance, and strategic management.

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

ACC 400 ~ .................................................................3 credits
Accounting for Decision Making
MGT 448 ~ .................................................................3 credits
Global Business Strategies

Students must choose three of the following courses:

ACC 340 ~ .................................................................3 credits
Accounting Information Systems I
BSA 375 ~ .................................................................3 credits
Fundamentals of Business Systems Development
EBUS 405 ~ .................................................................3 credits
E-Business Technologies
ISCOM 472 ~ .................................................................3 credits
Lean Enterprise
MKT 441 ~ .................................................................3 credits
Marketing Research
MGT 437 ~ .................................................................3 credits
Project Management
ETH 355 ~ .................................................................3 credits
Understanding Ethics
OI 370 ~ .................................................................3 credits
Innovation for the 21st Century
PHL 410 ~ .................................................................3 credits
Classical Logic
Global Management Emphasis

The Global Management Emphasis emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business through real-life applications. The program promotes the development of a "global mindset" and reflects the dynamic nature of global business realities.

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

The Human Resource Management Emphasis helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The emphasis addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management Emphasis introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

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

Students must choose three of the following courses:

HRM 300 ~ .................................................................3 credits
Fundamentals of Human Resource Management

HRM 326 ~ .................................................................3 credits
Employee Development

LDR 300 ~ .................................................................3 credits
Innovative Leadership

MGT 360 ~ .................................................................3 credits
Green and Sustainable Enterprise Management

MGT 411 ~ .................................................................3 credits
Innovative and Creative Business Thinking

MGT 426 ~ .................................................................3 credits
Managing Change in the Workplace

OL 361 ~ .................................................................3 credits
Innovation, Design, and Creativity for a Competitive Advantage

ETH 355 ~ .................................................................3 credits
Understanding Ethics

OL 370 ~ .................................................................3 credits
Innovation for the 21st Century

PHL 410 ~ .................................................................3 credits
Classical Logic

Marketing Emphasis

The Marketing Emphasis addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The marketing emphasis builds upon the foundational marketing course, which allows further study in the areas of consumer behavior, advertising, marketing research, public relations, promotion measurement and analysis, and international and global marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.

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

Students must choose three of the following courses:

COM 340 ~ .................................................................3 credits
Mass Communication

COM 400 ~ .................................................................3 credits
Media and Society

MKT 438 ~ .................................................................3 credits
Public Relations
Project Management Emphasis

The Project Management emphasis focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

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

CPMGT 300 ~ ............................................................. 3 credits
Project Management

CPMGT 301 ~ ............................................................. 3 credits
Strategic Portfolio and Project Management

CPMGT 302 ~ ............................................................. 3 credits
Procurement and Risk Management

CPMGT 303~ ............................................................. 3 credits
Project Estimating and Control Techniques

CPMGT 305 ~ ............................................................. 3 credits
Project Management Capstone

Public Sector Emphasis

The Public Sector emphasis focuses on the efficient and effective utilization of public resources to achieve the public purpose within a state, local, or not-for-profit environment. The emphasis emphasizes the foundations of public policy, program development, implementation, and evaluation, human resources, and labor relations, and public finance. Students will develop powerful leadership skills enabling them to successfully manage complex public programs.

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

BPA 303 ~ ................................................................. 3 credits
Public Programs: Implementation and Evaluation in a Dynamic Environment

BPA 406 ~ ................................................................. 3 credits
The Public Leader: Integration and Application

Students must choose three of the following courses:

BPA 301 ~ ................................................................. 3 credits
Foundations of Public Administration

HRM 330 ~ ................................................................. 3 credits
Human Resources and Labor Relations in Public Service

FIN 380 ~ ................................................................. 3 credits
Financial Management of Non-Profit Organizations

ACC 460 ~ ................................................................. 3 credits
Government and Non-Profit Accounting

MKT 438 ~ ................................................................. 3 credits
Public Relations

Small Business Management & Entrepreneurship Emphasis

The Small Business Management emphasis provides students with a course framework built around small business planning, financial management, and integrated business topics on entrepreneurship and small business management. Within the emphasis, students can elect to study advanced concepts in small business marketing, leadership, family business management, operations management, and business law for entrepreneurs. They may also elect to explore in more depth either small business management or entrepreneurship studies as a function of their emphasis electives. Students graduating with the Small Business Management emphasis will be prepared to address the challenges and opportunities specific to small business management and entrepreneurship.

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

MGT 401 ~ ................................................................. 3 credits
The Small Business: Structure, Planning and Funding

MGT 418 ~ ................................................................. 3 credits
Evaluating New Business Opportunities

FIN 375 ~ ................................................................. 3 credits
Financial Management in the Small Business

MKT 431 ~ ................................................................. 3 credits
Small Business Marketing

MGT 465 ~ ................................................................. 3 credits
Small Business and Entrepreneurial Planning

Service Sector Emphasis

The Service Sector emphasis focuses the student on the service environment. The program emphasizes skill development in strategic management, marketing, supply management, product and brand management, service operations, merchandising, and personnel management unique to the service industry, which includes retail, hospitality, lodging, restaurant, and gaming management.

Upon completion of this program students will possess the knowledge and skills necessary to be leaders in the service industry. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-svc.

OI 365 ~ ................................................................. 3 credits
Knowledge Management and Intellectual Capital

OI 466 ~ ................................................................. 3 credits
Organizational Innovation Integrated Project

Students must choose three of the following courses:

BRM 353 ~ ................................................................. 3 credits
Product and Brand Management

MGT 356 ~ ................................................................. 3 credits
Retail Personnel Management

HM 322 ~ ................................................................. 3 credits
Retail Personnel Management

HM 370~ ................................................................. 3 credits
Gaming Management

HM 486 ~ ................................................................. 3 credits
Trends and Emerging Issues in Hospitality
ISCOM 354 ~ ................................................................. 3 credits  
Retail Operations: Supply Management  
MGT 371 ~ ................................................................. 3 credits  
Lodging Management  
MGT 372 ~ ................................................................. 3 credits  
Food and Beverage Management  
MGT 373 ~ ................................................................. 3 credits  
Events and Recreation Management

Environmental Sustainability Emphasis

This Environmental Sustainability emphasis provides an overview of sustainable practices and applications from the environmental science perspective. Current and historical environmental issues are evaluated by examining the impact these issues have on society and the environment. Sustainable practices are analyzed to determine the relevant course of action for environmental management. This emphasis is comprised of five categories: energy, business, agriculture, architecture and green materials, and sustainable ecosystems.

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-sus.

SUS 300 ~ ................................................................. 3 credits  
Environmental Sustainability  
ENV 340 ~ ................................................................. 3 credits  
Energy and the Environment  
SUS 310 ~ ................................................................. 3 credits  
Industrial Ecology  
SUS 350 ~ ................................................................. 3 credits  
Green Building and Urban Planning

Students must choose one of the following courses:

SUS 370 ~ ................................................................. 3 credits  
Sustainable Ecosystems  
SUS 380 ~ ................................................................. 3 credits  
Sustainable Planning and Land Use  
SUS 385 ~ ................................................................. 3 credits  
Sustainable Ocean Use

The University reserves the right to modify the required course of study. Please note that within each state, emphasis availability may vary by campus location.

Additional Admission Requirements BSB

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

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

Social Science Requirement(s) 6 credits
- B Track must include: HUM 114

Humanities 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 emphasis 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.

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

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

The following courses in the required course of study may not be waived: ACC 497, BCOM 275, BPA 406, BUS 475, CPMGT 305, FIN 486, GBM 489, GEN 195, GEN 200, HRM 498, MGT 420, MGT 465, MGT 470, MGT 488, MGT 498, MKT 498, OI 466, SUS 300

Course Descriptions for the BSB

GEN 200 ................................................................................... 3 credits

Foundations of 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 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 for academic success and personal effectiveness at the University. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

BCOM 275 ............................................................................... 3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

BIS 220 ......................................................................................... 3 credits

Introduction to Computer Applications and Systems

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.
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.

ECO 365 ................................................................................... 3 credits
Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

FIN 370 ................................................................................... 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.

MKT 421 ................................................................................... 3 credits
Marketing
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.

RES 351 ................................................................................... 3 credits
Business Research
This course evaluates the process of conducting business research for improving decision making within an organization. Students will learn to apply an understanding of commonly employed business research techniques to improve a situation, solve a problem, or change a process. Other topics include problem framing, data collection, data analysis, and data presentation.

BUS 475 ................................................................................... 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.

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.

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.
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

**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.

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<td>CHM 110</td>
<td>Introductory Chemistry</td>
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**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.

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<td>ACC 421</td>
<td>Intermediate Financial Accounting I</td>
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**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. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

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<td>ACC 422</td>
<td>Intermediate Financial Accounting II</td>
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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. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 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 Administration Emphasis**

ACC 400 .................................................................3 credits  
**Accounting for Decision Making**

This course concentrates on effective decision making as it relates to financial activities in a business enterprise. Course topics will include financial assets, liabilities, equity, business operations, financial management, and financial statement analysis. Students will have the necessary analytical tools to enhance business operations.

MGT 448 .................................................................3 credits  
**Global Business Strategies**

The manager’s perspective in the fields of international payments, international trade, and investments are analyzed. Emphasis is given to the materials and concepts that illuminate the strategies, structure, practices, and effects of multinational enterprises.

ACC 340 .................................................................3 credits  
**Accounting Information Systems I**

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

BSA 375 .................................................................3 credits  
**Fundamentals of Business Systems Development**

This course introduces the logical and design considerations addressed during system and application software development. It provides a solid background in information systems analysis and design techniques through a combination of theory and application. Systems Development Life Cycle (SDLC) will be fundamental to the course.

EBUS 405 .................................................................3 credits  
**e-Business Technologies**

This course examines the Internet and provides an integration of information technology subjects. Topics include the facilities, services, and trends of the Internet. The functions of information technology that support e-business are emphasized.

ISCOM 472 .................................................................3 credits  
**Lean Enterprise**

This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

MKT 441 .................................................................3 credits  
**Marketing Research**

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing.

MGT 437 .................................................................3 credits  
**Project Management**

This course examines project management roles and environments, the project life cycle, and various techniques of work, planning, control, and evaluation for project success.

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 Finance Emphasis**

FIN 419 .................................................................3 credits  
**Finance for Decision Making**

This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

FIN 486 .................................................................3 credits  
**Strategic Financial Management**

This course gives students the opportunity to integrate previously learned finance and accounting concepts and practices to contemporary business strategies, while improving financial decision-making and problem-solving skills. In addition, students will examine real-world financial management scenarios in order to apply best practices resulting in increased value for various types of organizations.
FIN 366..................................................................................... 3 credits

Financial Institutions
This course will cover financial institutions such as insurance companies, commercial banks, investment banks and savings and loan associations. The risks facing financial institutions and how to measure and manage those risks are analyzed.

FIN 375..................................................................................... 3 credits

Financial Management in the Small Business
This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

FIN 402..................................................................................... 3 credits

Investment Fundamentals and Portfolio Management
This course covers the theories and practices of investments including financial markets, risk and return, securities, asset allocation and diversification. Students will utilize analytical techniques available in the investment planning and selection process in the environment in which investment decisions are made. Students will apply finance models and investment strategies to analyze and manage investments for various types of organizations.

FIN 410..................................................................................... 3 credits

Working Capital Management
Working Capital Management This course covers the basics of working capital management with emphasis on how firms manage current assets and liabilities to ensure the organization has sufficient cash to pay day-to-day bills and meet short-term obligations. The balance between risk and return is emphasized. Some of the basic techniques of financial forecasting, accounts receivable and inventory management will also be explored.

FIN 415..................................................................................... 3 credits

Corporate Risk Management
This course will provide students with the elements of corporate risk management in a competitive business environment. Emphasis will be placed upon the identification, measurement, management, and planning aspects of risk management, as well as trends and developments in the business environment. Insurance considerations in corporate risk management will also be addressed. Students will utilize newly acquired knowledge and techniques to develop a corporate risk management plan that will maximize value for the organization and stakeholders.

FIN 420..................................................................................... 3 credits

Personal Finance
This course provides an introduction to personal financial planning. Personal financial goals are examined with a focus on investment risk and returns, markets, and analysis tools useful in assessing financial situations.

FIN 444..................................................................................... 3 credits

Mergers, Acquisitions, and Corporate Restructuring
This course prepares students to analyze merger and acquisition (M&A) opportunities in ways that will maximize corporate value and shareholder wealth in a competitive market environment. Special emphasis is placed on the identification, screening, selection, evaluation, and financing of M&A activities. Additionally, the course examines business failures and restructuring strategies.

FIN 467..................................................................................... 3 credits

Real Estate Investment
This course explores the techniques of real estate investment analysis, including financing, taxes, and decision making criteria in today’s real estate investment environment.

Course Descriptions for the Global Management Emphasis

GBM 380 .................................................................................. 3 credits

Global Business
This course addresses major forces in the global environment and the impact upon business strategies, operations, and decision making. Special emphasis is placed on developing a global mindset and the intricacies of the global business environment.

GBM 381 .................................................................................. 3 credits

International Trade
This course examines the concepts and components of international trade. Emphasis is placed on applying current theories, concepts, and practices in conducting global business transactions.

HRM 350 .................................................................................. 3 credits

International Human Resource Management
This course is an overview of international human resources management practices with emphasis on human resources challenges and opportunities facing global business enterprises. Students will examine human resources management in the global business environment. Upon completion of this course, students will be able to identify, and evaluate global HR strategies and practices to increase organizational effectiveness and efficiency.

ISCOM 383 .............................................................................. 3 credits

Global Value Chain Management
This course describes value chain activities between buyers and sellers in international business. Emphasis is placed on global sourcing, procurement of materials and services, and on business-to-business cultural differences between countries.

GBM 489 .................................................................................. 3 credits

Strategic Topics in Global Business Management
This course applies the principles of international trade, global monetary systems, international organizations, and economic development to make effective strategic business decisions. Emphasis is placed on utilizing improved strategic thinking and decision-making capabilities in the global environment.

Course Descriptions for the Sustainable Enterprise Management Emphasis

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 470 .................................................................................. 3 credits

Sustainable Enterprise Planning
This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

University of Phoenix, 2012-2013
BUS 327 .................................................................................. 3 credits

The Sustainable Organization
This course focuses on the business practices and tools that add economic, social, and ethical value to the business resources of a sustainable enterprise. Emphasis is placed on the general science of sustainability, consumption, calculations of manufacturing, and the impact of business decisions on the environment.

BUS 372 .................................................................................. 3 credits

Business Sustainability Standards
This course provides a regulatory and compliance overview the local, state, and federal business sustainability standards. Special emphasis is placed on ISO requirements, LEED certification, and emerging sustainability standards for business. Students will also address compliance as a competitive advantage and the ethical responsibility of businesses to employees, the community, and the environment.

ECO 370 ................................................................................... 3 credits

Environmental Economics
This course applies the theoretical economic tools to environmental issues. Special emphasis will be devoted to analyzing the role of public policy regarding the economy and the environment.

MGT 380 .................................................................................. 3 credits

Organizational Change Management
This course prepares students to be effective agents for change in the business community. This includes a step-wise framework for understanding, designing, and implementing change successfully. Special emphasis is placed on organizational change, program design, change processes, and successfully implementing both short-term and long-term change within the organization.

MGT 403 ................................................................................... 3 credits

Environmental Management Systems
This course provides a framework for managing Environmental Management Systems (EMS). This includes continuous improvement through environmental management; facilities and supply-chain management; systems integration; environmental considerations; and operational utilization of environmental management systems.

MKT 411 .................................................................................. 3 credits

Green Marketing
This course applies the principles of sustainability and the philosophy of being environmentally green to the area of marketing. Special emphasis is placed on sustainable product design; awareness and cause marketing; public relations and green-washing; and emerging going-green marketing trends.

MKT 441 .................................................................................. 3 credits

Business Models in Early-stage Enterprises
This course provides an overview of business models for early-stage entrepreneurial ventures in all industries, including those in green industries and clean technology. Emphasis is placed on designing a competitive early-stage enterprise business model, the competing interests of stakeholders, the use of triple bottom line measures to guide enterprise design, forms of ownership, intellectual property, and exploring financing options—both private and public.

MKT 442 .................................................................................. 3 credits

Market Discovery and Validation in Early-stage Enterprises
This course applies entrepreneurial approaches to the discovery and validation of markets in all industries for early-stage entrepreneurial ventures, including those in clean industries and clean technology. Emphasis is placed on iterative approaches for product design; validation of customer needs in an early-stage entrepreneurial setting; and early-stage enterprise marketing needs and trends.

BUS 443 .................................................................................... 3 credits

Implementing Entrepreneurship in Early-stage Enterprises
This course focuses on the implementation of lean business models in entrepreneurial ventures in all industries, including those in green industries and clean technology. This includes the strategic application of financial planning, capital management, marketing, people management, and leadership as a means to reduce start-up risk. Emphasis is placed on adapting the business plan to the realistic needs of an early-stage owner and entrepreneur.

Course Descriptions for the Human Resource Management Emphasis

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. The 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 498 .................................................................................. 3 credits

Strategic Human Resource Management and Emerging Issues
This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.

HRM 310 .................................................................................. 3 credits

Change Management
This course examines both the human and organizational aspects of change. Topics include identifying the types and sources of change, human and organizational resistance to change, theories of managing change, and developing skills that will enable the student to lead, implement, and sustain change.
HRM 324 ................................................................................. 3 credits
Total Compensation
This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 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.

HRM 420 ................................................................................. 3 credits
Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

MGT 434 .................................................................................. 3 credits
Innovative Leadership
This course provides an overview of methods and techniques for managing change. As a result of the course, students will be able to identify and develop strategies for managing the following: organizational aspects of change, including shifts in leadership, reorganizations, working conditions, technologically imposed change and workforce issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

MGT 440 .................................................................................. 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.

PhD 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.
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.

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.

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.

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.

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.

Obligations for the Project Management Capstone
This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.
## Course Descriptions for the Public Sector Emphasis

**BPA 303** ................................................................. 3 credits

**Public Programs: Implementation and Evaluation in a Dynamic Environment**
This course focuses on the implementation of public policy decisions through the identification and development of specific methods for servicing the public good. It incorporates an emphasis on intergovernmental relations and the increasing use of private resources in the service delivery system. A strong emphasis is placed on evaluating both the delivery processes and service outcomes as a means to continuously improve service delivery effectiveness.

**BPA 406** ................................................................. 3 credits

**The Public Leader: Integration and Application**
This course is intended to synthesize the concepts and theories covered in previous public administration courses and deepens the student’s understanding of the challenges and complexities facing and public leader. Student will explore the leadership styles of successful national, state, and local leaders to integrate and apply the principles and practices of public administration in a real world setting.

**BPA 301** ................................................................. 3 credits

**Foundations of Public Administration**
This course serves as an introduction to the study of public administration. During this course, the student will review the political and social theories of public administration. Students will review leadership, human resources, finance, and ethics within a public policy-making environment. Students will become familiar with the complex issues facing local, state, and federal public administrators today.

**HRM 330** ............................................................... 3 credits

**Human Resources and Labor Relations in Public Service**
This course explores the changing civil service system within the rich, varied and pluralistic public service of today. Course topics will include recruiting, staffing, employee retention, performance management, compensation, benefits, and promotion. Labor relations, with and without a collective bargaining agreement will be studied. Students will study the resolution of disagreements using alternative dispute resolution systems designed to advance the public purpose.

**FIN 380** ............................................................... 3 credits

**Financial Management in Non-Profit Organizations**
Financial Management of Non-Profit Organizations This course emphasizes the utilization of key financial concepts to effectively obtain desired goals and objectives by non-profit organizations in the private, public, and the international arenas. While profit-oriented entities focus on maximizing shareholder’s wealth, non-profit organizations are concerned with deriving maximum benefit for each dollar expended on a charitable endeavor. The centrality of finance to achieve such goal will be thoroughly explored.

**ACC 460** ............................................................... 3 credits

**Government and Non-Profit Accounting**
This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

**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.

## Course Descriptions for the Small Business Management & Entrepreneurship Emphasis

**MGT 401** ............................................................... 3 credits

**The Small Business: Structure, Planning and Funding**
This course provides an overview of the small business from concept through funding. Emphasis is placed on designing a competitive business model, crafting the business plan, forms of ownership and exploring funding options.

**MGT 418** ............................................................... 3 credits

**Evaluating New Business Opportunities**
This course focuses on evaluating the benefits and risks associated with new business opportunities. This includes reviewing the projected return on investment, the role of risk, investor considerations, strategic planning, and modeling techniques to analyze possible business ventures.

**FIN 375** ............................................................... 3 credits

**Financial Management in the Small Business**
This course focuses on the role that financial management plays in the development and sustainability of a small business. This course provides a detailed review of forecasting, budgeting, daily cash flow management techniques and monitoring financial performance in small business operations. Specifically, students will address funding, venture capital, and debt management, cash-flow management, financial planning, and capital budgeting.

**MGT 431** ............................................................... 3 credits

**Small Business Marketing**
Knowing your customer, growing your customer base and creating a consumer driven culture are key drivers of sustainability in the small business. This course focuses on the functions of evaluating opportunities, creating value, and developing effective pricing and advertising strategies.

**MGT 465** ............................................................... 3 credits

**Small Business and Entrepreneurial Planning**
This course focuses on the development of a strategic business plan applicable for the needs of a small business or entrepreneurial venture. This will include the strategic and integrative application of financial planning, capital management, marketing, people management, and leadership. Special emphasis is placed on adapting business planning requirements to the realistic needs of small business owners and entrepreneurs.

## Course Descriptions for the Service Sector Emphasis

**QI 365** ............................................................... 3 credits

**Knowledge Management and Intellectual Capital**
In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.
Organizational Innovation Integrated Project
This project-based course integrates knowledge and skills from previous organizational innovation coursework and requires business students to demonstrate their innovative, creative, and inspirational capacity to solve realistic business problems or opportunities in the areas of strategy, process, product, and service.

Product Brand Management
This course presents an analysis of the goods and services lifecycle from conception to purchase. Special emphasis is placed on design and implementation of successful product development and brand management strategies that deliver value to consumers.

Retail Personnel Management
This course focuses on the personnel management aspects of retail management. Students will be prepared to utilize recruiting and staffing, motivating, training, and ethics concepts to effectively lead retail personnel.

Gaming Management
This course provides an overview of the business practices and principles unique to the gaming industry. This includes an overview of the history and evolution of gaming, different venues, and the business implications of the economic and social impact of the industry. Special emphasis is placed on legal, ethical, and social issues related to gaming entertainment as a business entity.

Hospitality Management
This course provides an overview of the fundamental concepts that make up the hospitality industry. Students will gain a current perspective and understanding of the impact of travel and tourism while examining hospitality issues, trends, e-business implications, and operational structures.

Trends and Emerging Issues in Hospitality
This course applies a strategic perspective to assessing new trends and emerging issues in hospitality management. Special emphasis is placed on applying a global perspective to new and emerging markets in the hospitality industry. This includes consideration of changing social and economic groups as well as shifting demand for existing and new products and services.

Retail Operations: Supply Management
This course encompasses an examination of the supply side of the retail value chain including logistics, channel management, vendor relationships, and purchasing. Students will be prepared to develop strategic alliances and optimize the supply chain in a retail setting.

 Lodging Management
This course provides students with the opportunity to examine various lodging options within the hospitality industry from a managerial perspective. Special emphasis will be placed on guest services and on room division management.

Food and Beverage Management
This course focuses on operating and strategic challenges facing managers in the food and beverage industry. Topics include cost control, forecasting, food safety, service standards, and staffing. Students will learn to utilize managerial tools to make sound business decisions in a food and beverage organization.

Course Descriptions for the Environmental Sustainability Emphasis

Environmental Sustainability
Students will be presented with a broad treatment of the preservation and efficient use of resources as well as methods of reversing current resource consumption. Topics will include sustainable practices, population growth, hydrologic cycle, water treatment processes, waste management, alternative energies, and energy efficient home or building design.

Energy and the Environment
This course will introduce topics covering a wide variety of alternative energy sources, the need for renewable energy, as well as the problems associated with them. Energy sources will include oil, coal, natural gas, hydroelectric, nuclear, wind, solar, geothermal, tidal, and biofuels.

Industrial Ecology
This course introduces students to the field of industrial ecology. Students examine the interaction of industrial activities and the management of resources to minimize the negative impact on the environment due to these activities through the promotion of sustainability. Emphasis is placed on the flow of materials and energy through industrial and technological systems. Topics include technology and society, sustainability, biological and industrial ecology, cost analysis, and life-cycle assessment.

Green Building and Urban Planning
This course introduces students to the practices of green building design and urban planning. Students examine the principles of green building with a focus on land use and urban design and development. Upon completion of the course, students are able to evaluate sustainable design considerations, including economic analysis, environmental policies and strategies, land and energy usage, resource and waste reduction, transportation, and urbanization.

Students must choose one of the following courses:

Sustainable Ecosystems
In this course, students evaluate the principles of sustainable practices in aquatic and terrestrial environments. Students analyze the factors that govern ecosystems sustainability which include density-dependent regulations, mechanisms of biodiversity, invasive species, and equilibrium dynamics. The impact of human activities and management practices on the environment is examined. Emphasis is placed on applying ecological theory to restore and manage habitats and populations.
The following Bachelor of Science in Management (BSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including, leadership, general management, or human resource management based on student preference.

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

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

**BSM Program Category Requirements - A Track and B Track**

**Communications, 3 total credits**
- BCOM 275 ~ ................................................................. 3 credits
  Business Communications and Critical Thinking
  *(The prerequisite requirement only applies to B Track students)*

**Management, 3 total credits**
- PHL 458 ~ ................................................................. 3 credits
  Creative Minds and Critical Thinking

**Ethics and Social Responsibility, 3 total credits**
- ETH 316 ~ ................................................................. 3 credits

**Business Law, 3 total credits**
- LAW 421 ~ ................................................................. 3 credits
  Contemporary Business Law

**Research and Statistics, 3 total credits**
- RES 320 ~ ................................................................. 3 credits
  Foundations of Research

**Marketing, 3 total credits**
- PSY 322 ~ ................................................................. 3 credits
  Consumer Psychology and Research

**Business Information Systems, 3 total credits**
- BIS 320 ~ ................................................................. 3 credits
  Business Information Systems

**Economics, 3 total credits**
- ECO 365 ~ ................................................................. 3 credits
  Principles of Microeconomics

**Accounting, 3 total credits**
- ACC 300 ~ ................................................................. 3 credits
  Principles of Accounting

**Finance, 3 total credits**
- FIN 370 ~ ................................................................. 3 credits
  Finance for Business

**Management Capstone, 3 total credits**
- MGT 498~ ................................................................. 3 credits
  Strategic Management

**Business/Management Electives, 15 total credits**

Students are required to complete 15 upper division credits of Business/Management specific electives.

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

**Additional Admission Requirements for the BSM**

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BSM

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 45 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
  • Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred.
  • Students with an associate degree in business, management, arts, general studies, liberal arts, nursing or pre-medicine are not eligible for an emphasis.
  • The diploma awarded for this program will read as follows: Bachelor of Science in Management

General Education Requirements for the BSM

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

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)
Puerto Rico students may not use conversational English to satisfy Communication Arts.

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 209, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities Requirement 9 credits
(B Track students must include: HUM 114)

Social Science Requirement 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement(s) 9 credits
(B Track students 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.

General Education Requirements for the BSM for Arkansas Students

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)
Mathematics Requirement(s) 6 credits
Must include MTH 220

Science & Technology Requirement(s) 9 credits
(B Track must include: SCI 163)

Humanities Requirement(s) 9 credits
(B Track students must include: HUM 114)

Social Science Requirement(s) 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement(s) 9 credits
(B Track students must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSM

• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence (B Track).

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.

• GEN 195 will be required as the first course in the First-Year Sequence.

• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements 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, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSM

Students must meet the established University residency requirement for degree conferment. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program 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 and transcripted from a university or college or university.
• The course must have been completed with a grade of "C" (2.0) or better.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date.
• The course must be comparable in content and credits to the University course it is replacing.
• The course must be comparable in content and credits to the University course it is replacing. It is replacing, 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 for the BSM

BCOM 275 ............................................................................... 3 credits
Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organizations strategic direction.

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.

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.
LAW 421........................................................................................................... 3 credits
Contemporary Business Law
This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.
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 322........................................................................................................... 3 credits
Consumer Psychology and Research
This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.
BIS 320........................................................................................................... 3 credits
Business Information Systems
This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.
ECO 365 ........................................................................................................... 3 credits
Principles of Microeconomics
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
ACC 300........................................................................................................... 3 credits
Principles of Accounting
This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.
FIN 370........................................................................................................... 3 credits
Finance for Business
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
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.
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 300........................................................................................................... 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.
MTH 209........................................................................................................... 3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that were begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.
MTH 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.

CHM 110 ................................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ................................................................. 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Bachelor of Science in Management Concentration in Manufacturing Sector
The following Bachelor of Science in Management Concentration in Manufacturing Sector (BSM/MAN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including, leadership, general management, or human resource management based on student preference.

The Manufacturing Sector (MAN) concentration focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization’s operations and supply chain. The program highlights the important role that operations and supply chain play in satisfying customer demands and expectations. The program also emphasizes a company’s need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations. The program provides the most current content in the manufacturing field as outlined by various specialized manufacturing and supply chain organizations and experts. In addition to courses in the BSB foundation and courses specific to manufacturing, the degree concentration has coursework that stresses key business related knowledge and skill development in the areas of computers and information processing, business law, macro-economics, financial analysis, and marketing.

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

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

BSM/MAN Program Category Requirements - A Track and B Track

Communications, 3 total credits
BCOM 275 ~ ............................................................ 3 credits
Business Communications and Critical Thinking
(The prerequisite requirement only applies to B Track students)

Management, 3 total credits
PHL 458 ~ ............................................................ 3 credits
Creative Minds and Critical Thinking
Ethics and Social Responsibility, 3 total credits
ETH 316 .......................... 3 credits
Ethics and Social Responsibility
Business Law, 3 total credits
LAW 421 ~.......................... 3 credits
Contemporary Business Law
Research and Statistics, 3 total credits
RES 320 ~.......................... 3 credits
Foundations of Research
Marketing, 3 total credits
PSY 322 ~.......................... 3 credits
Consumer Psychology and Research
Business Information Systems, 3 total credits
BIS 320 ~.......................... 3 credits
Business Information Systems
Economics, 3 total credits
ECO 365 ~.......................... 3 credits
Principles of Microeconomics
Accounting, 3 total credits
ACC 300 ~.......................... 3 credits
Principles of Accounting
Finance, 3 total credits
FIN 370 ~.......................... 3 credits
Finance for Business
Management Capstone, 3 total credits
MGT 498.......................... 3 credits
Strategic Management
Manufacturing Sector Concentration, 15 total credits
OI 361 ~.......................... 3 credits
Innovation, Design, and Creativity for a Competitive Advantage
MGT 420 ~.......................... 3 credits
Managing Quality in the Supply Chain

Students must choose three of the following BSM/MAN Concentration Electives:

HRM 420 ~.......................... 3 credits
Human Resource Risk Management
ISCOM 352 ~.......................... 3 credits
Logistics Management
ISCOM 472 ~.......................... 3 credits
Lean Enterprise
ISCOM 471 ~.......................... 3 credits
Operations Management
ISCOM 473 ~.......................... 3 credits
Global Sourcing and Procurement

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

Additional Admission Requirements for the BSM/MAN
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.
• South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

Degree Requirements for the BSM/MAN
• 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 grade point average (GPA) of 2.0.
• Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred, if applicable.
• The diploma awarded for this program will read as follows: Bachelor of Science in Management. Concentrations are reflected on the transcript only.
General Education Requirements for the BSM/MAN

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

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)
Puerto Rico students may not use conversational English to satisfy Communication Arts.

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 209, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)

Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
(B Track must include: HUM 114)

Social Science Requirement 6 credits
(B Track must include: PSY 211)

Nevada students must complete three (3) credits in Nevada Constitution

Additional Liberal Arts Requirement 6 credits
(B Track must include: GEN 195)

Puerto Rico students must complete 6 credits of Spanish. Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish 1 or higher will satisfy the Spanish requirement. B Track students will have 3 credits applied to the Additional Liberal Arts category and 3 credits applied to the Interdisciplinary component.

Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

General Education Requirements for the BSM/MAN for Arkansas Students

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)

Mathematics Requirement(s) 6 credits
Must include MTH 220

Science & Technology Requirement(s) 9 credits
(B Track must include: SCI 163)

Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities Requirement(s) 9 credits
(B Track must include: HUM 114)

Social Science Requirement(s) 9 credits
(B Track must include: PSY 211)

Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts Requirement(s) 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement(s) 9 credits
(B Track students must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSM/MAN

• All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence (B Track).
• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
• GEN 195 will be required as the first course in the First-Year Sequence.
• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements 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, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework, certain program areas must be satisfied before students can progress to others.

• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSM/MAN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.

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

The following courses in the Required Course of Study may not be waived: BCOM 275, MGT 420, MGT 498

Course Descriptions for the BSM/MAN

BCOM 275 ........................................................................................................3 credits

Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization’s strategic direction.

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.

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.

LAW 421 .......................................................................................................3 credits

Contemporary Business Law

This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

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 322 .......................................................................................................3 credits

Consumer Psychology and Research

This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.
BIS 320 ................................................................................................................. 3 credits
**Business Information Systems**
This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

ECO 365 .................................................................................................................. 3 credits
**Principles of Microeconomics**
This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ACC 300 .................................................................................................................. 3 credits
**Principles of Accounting**
This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.

FIN 370 .................................................................................................................. 3 credits
**Finance for Business**
This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.

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.

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.

MTH 209 .................................................................................................................. 3 credits
**College Mathematics II**
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 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.

CHM 110 .................................................................................................................. 3 credits
**Introductory Chemistry**
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.
Managing Quality in the Supply Chain

Knowledge Management and Intellectual Capital

This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design, as well as customer driven quality. This course introduces managing supply chain quality through supply alliances and development in both the services and manufacturing industries.

HRM 420 ................................................................. 3 credits

Human Resource Risk Management

This course introduces students to human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

ISCOM 352 ........................................................................... 3 credits

Logistics Management

This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 471 ................................................................. 3 credits

Operations Management

This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services.

ISCOM 472 ................................................................. 3 credits

Global Sourcing and Procurement

This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.

PHY 101 .............................................................................. 3 credits

Fundamentals of Physics

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ............................................................................. 3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ............................................................................. 3 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Manufacturing Sector

Concentration

OI 365 .............................................................................. 3 credits

Knowledge Management and Intellectual Capital

In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

MGT 420 ............................................................................. 3 credits

Managing Quality in the Supply Chain

Global Sourcing and Procurement

This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.

ISCOM 352 ........................................................................... 3 credits

Logistics Management

This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 471 ................................................................. 3 credits

Operations Management

This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services.

ISCOM 472 ................................................................. 3 credits

Global Sourcing and Procurement

This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.
Bachelor of Science in Management Emphasis in Manufacturing Sector (Maryland-Online)

The following Bachelor of Science in Management Emphasis in Manufacturing Sector (BSM/MAN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Management (BSM) degree program is designed to develop the professional knowledge and skills of cross functional managers in any organization. The BSM degree enhances skills necessary for improved organizational effectiveness in a dynamic and evolving workplace. The curriculum focuses on the development of management roles. It emphasizes skills necessary to align resources, and to improve communication, productivity, and effectiveness. Through a participative learning environment structured for adult learners, students are taught to manage innovation and apply professional skills and knowledge. Special emphasis can be placed on key management areas, including leadership, general management, or human resource management based on student preference.

The Manufacturing Sector (MAN) emphasis focuses on strategic performance improvement of all business planning, global sourcing and procurement, production, and logistical activities that make up an organization’s operations and supply chain. The program highlights the important role that operations and supply chain play in satisfying customer demands and expectations. The program also emphasizes a company’s need to develop and maintain a sustainable competitive advantage through the efficient and effective performance of all operations. The program provides the most current content in the manufacturing field as outlined by various specialized manufacturing and supply chain organizations and experts. In addition to courses in the BSB foundation and courses specific to manufacturing, the degree emphasis has coursework that stresses key business related knowledge and skill development in the areas of computers and information processing, business law, macro-economics, financial analysis, and marketing. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsm-man.

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

BSM/MAN Program Category Requirements - A Track and B Track

Communications, 3 total credits
BCOM 275 ~ ................................................................. 3 credits
Business Communications and Critical Thinking
(The prerequisite requirement only applies to B Track students)

Management, 3 total credits
PHL 458 ~ ................................................................. 3 credits
Creative Minds and Critical Thinking

Ethics and Social Responsibility, 3 total credits
ETH 316 ~ ................................................................. 3 credits
Ethics and Social Responsibility

Business Law, 3 total credits
LAW 421 ~ ................................................................. 3 credits
Contemporary Business Law

Research and Statistics, 3 total credits
RES 320 ~ ................................................................. 3 credits
Foundations of Research

Marketing, 3 total credits
PSY 322 ~ ................................................................. 3 credits
Consumer Psychology and Research

Business Information Systems, 3 total credits
BUS 320 ~ ................................................................. 3 credits
Business Information Systems

Economics, 3 total credits
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics

Accounting, 3 total credits
ACC 300 ~ ................................................................. 3 credits
Principles of Accounting

Finance, 3 total credits
FIN 370 ~ ................................................................. 3 credits
Finance for Business

Management Capstone, 3 total credits
MGT 498~ ................................................................. 3 credits
Strategic Management

Manufacturing Sector Emphasis, 15 total credits
OI 361 ~ ................................................................. 3 credits
Innovation, Design, and Creativity for a Competitive Advantage
MGT 420 ~ ................................................................. 3 credits
Managing Quality in the Supply Chain

Students must choose three of the following BSM/MAN Emphasis Electives:

HCM 451 ~ ................................................................. 3 credits
Human Resource Risk Management

ISCOM 352 ~ ............................................................. 3 credits
Logistics Management

ISCOM 472 ~ ............................................................. 3 credits
Lean Enterprise

ISCOM 471 ~ ............................................................. 3 credits
Operations Management

ISCOM 473 ~ ............................................................. 3 credits
Global Sourcing and Procurement

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

Additional Admission Requirements for the BSM/MAN

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.
Degree Requirements for the BSM/MAN

- 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 grade point average (GPA) of 2.0.
  - Students holding an associate degree from the University or a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution will have that associate degree emphasis(es) noted on the student’s University of Phoenix transcript when the BSM degree is conferred, if applicable.
  - The diploma awarded for this program will read as follows: Bachelor of Science in Management. Emphases are reflected on the transcript only.

General Education Requirements for the BSM/MAN

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

Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits
(Must include: MTH 209, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
(B Track must include: HUM 114)

Social Science Requirement 6 credits
(B Track must include: PSY 211)

Additional Liberal Arts Requirement 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Academic Progression Requirements for the BSM/MAN

- All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to complete the First-Year Sequence (B Track).
- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or emphasis 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, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the prerequisite 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/MAN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C-” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived:

- BCOM 275
- MGT 420
- MGT 498

**Course Descriptions for the BSM/MAN**

**BCOM 275**

### Business Communications and Critical Thinking

This course introduces students to the foundations of communication in a business setting. Students will develop skills in critical thinking and decision making through the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics and cross-cultural communications, personal communication styles, solving organizational problems, and the evaluation of an organization's strategic direction.

**ETH 316**

### 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 factors 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.

**LAW 421**

### 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.

**RES 320**

### 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 322**

### Consumer Psychology and Research

This course focuses on consumer behavior and marketing research. Topics include the cognitive processes underlying consumer choice, descriptive consumer characteristics, and environmental consumer behavior. This course emphasizes the implications of consumer behavior on domestic and global marketing communications.

**BIS 320**

### Business Information Systems

This course provides instruction on the use of Business Information Systems. Students apply Microsoft Office tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include application software and the Internet for effective problem solving, use of relevant emerging technologies, and using information across different industries.

**ECO 365**

### 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.

**ACC 300**

### Principles of Accounting

This course focuses on principles of accounting for the non-accounting student. Emphasis will be placed on the accounting equation and transactions, financial statement preparation and analysis, internal controls, regulatory environment, compliance, and global business implications.

**FIN 370**

### 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.

**MGT 498**

### 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.
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 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.

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.

MTH 209 .......................................................... 3 credits

College Mathematics II

This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 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.

CHM 110 .......................................................... 3 credits

Introductory Chemistry

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 .......................................................... 3 credits

Fundamentals of Physics

This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 .......................................................... 3 credits

The American Experience Since 1945

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 .......................................................... 3 credits

State and Local Political Processes

This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Course Descriptions for the Manufacturing Sector Emphasis

Of 365 .......................................................... 3 credits

Knowledge Management and Intellectual Capital

In this course, students are provided the knowledge and skills necessary for effective knowledge management present in today’s increasingly innovative and global business environment. Students will be asked to consider a variety of topics critical to an organization’s long-term success including, but not limited to innovation, intellectual capital, goodwill, brand recognition, organizational partnerships, and organizational culture.

MGT 420 .......................................................... 3 credits

Managing Quality in the Supply Chain

This course provides a detailed look at quality management in the company and the supply chain. It addresses the differing theories of quality to include product and process design as well as customer driven quality. This course includes managing supply chain quality through supplier alliances and development in both the services and manufacturing industries.
HRM 420.................................................................................. 3 credits
**Human Resource Risk Management**

This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

ISCOM 352.................................................................................. 3 credits
**Logistics Management**

This course provides an overview of logistics management within a supply chain operation. This includes an analysis of different modes of transportation, logistics management within the United States, and logistics management in the global market. Special emphasis is placed on transportation and fleet management elements including operations management, information technology, decision support systems, fuel savings strategies, and reverse logistics considerations.

ISCOM 472.................................................................................. 3 credits
**Lean Enterprise**

This course provides an overview of lean manufacturing practices within a company and its supply chain. It addresses fundamental practices including flowcharting of business processes, collection and analysis of process performance data and the removal of those activities that are determined to be wasteful or non-essential.

ISCOM 471.................................................................................. 3 credits
**Operations Management**

This course provides an overview of operations management. Students will analyze the planning, organizing, controlling, and general management of productive resources in manufacturing and service organizations. This course also addresses the design and control of systems that are responsible for the efficient use of raw materials, labor, equipment, and facilities in the production of customer satisfying products and services.

ISCOM 473.................................................................................. 3 credits
**Global Sourcing and Procurement**

This course introduces students to the changing world of purchasing and its relationship to supply chains. It addresses purchasing operations and structures, strategic sourcing processes and the critical supply chain elements of managing supply chain inventory, information systems, as well as performance measurement and evaluation.

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**Bachelor of Science in Accounting**

The following Bachelor of Science in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Accounting (BSACC) promotes identification with, and orientation to, the accounting profession and is designed to provide knowledge and skills necessary to an accounting career. In addition to the key accounting course work at the introductory and intermediate levels, critical areas of study including auditing and taxation are required in the program. The importance of ethics and international issues are emphasized throughout the curriculum, along with core competencies in technology and communication. The program utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. The program also addresses the goals of professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills of the professional accounting environment and provides additional coverage on the International Financial Reporting Standards (IFRS). Students are also exposed to varied business disciplines including economics, statistics, business law, corporate finance, and marketing to provide the general business overview and context necessary for accounting studies. This program is consistent with generally accepted accounting principles, including the accounting processes and knowledge areas that lead to professional certification.

At the conclusion of the BSACC program:

- Graduates will be able to apply financial accounting principles to record and communicate business activities to stakeholders.
- Graduates will be able to analyze accounting financial statements to support effective fiscal decision making.
- Graduates will be able to evaluate various accounting activities in relation to ethical, legal, and professional standards.
- Graduates will be able to demonstrate an understanding of issues in the areas of government and not-for-profit accounting, international transactions, taxation, and auditing.

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

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.
This program does not meet the Minnesota State Board of Accountancy requirements to sit for the CPA examination, additional coursework is required.

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

Program Category Requirements - A Track and B Track

**Business Information Systems, 3 total credits**
BIS 220 ~ ................................................................. 3 credits
Introduction to Computer Applications and Systems
*(The prerequisite requirement only applies to B Track students)*

**Economics, 6 total credits**
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics
ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics

**Management, 6 total credits**
MGT 230 ~ ................................................................. 3 credits
Management Theory and Practice
MGT 311 ~ ................................................................. 3 credits
Organizational Development

**Accounting Principles, 6 total credits**
ACC 290 ~ ................................................................. 3 credits
Principles of Accounting I
ACC 291 ~ ................................................................. 3 credits
Principles of Accounting II

**Ethics, 3 total credits**
 ETH 376 ~ ................................................................. 3 credits
Accounting Ethics and Professional Regulations

**Law, 3 total credits**
LAW 421 ~ ................................................................. 3 credits
Contemporary Business Law

**Economics, 6 total credits**
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics
ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics

**Marketing, 3 total credits**
MKT 421 ~ ................................................................. 3 credits
Marketing

**Finance, 3 total credits**
FIN 370 ~ ................................................................. 3 credits
Finance for Business

**Quantitative Studies, 3 total credits**
QNT 351~ ................................................................. 3 credits
Quantitative Analysis for Business

**Strategy, 3 total credits**
BUS 475 ~ ................................................................. 3 credits
Integrated Business Topics

**Accounting Information Systems, 3 total credits**
ACC 340 ~ ................................................................. 3 credits
Accounting Information Systems I

**Cost Accounting, 3 total credits**
ACC 349 ~ ................................................................. 3 credits
Cost Accounting

**Intermediate Accounting, 9 total credits**
ACC 421 ~ ................................................................. 3 credits
Intermediate Financial Accounting I
ACC 422 ~ ................................................................. 3 credits
Intermediate Financial Accounting II
ACC 423 ~ ................................................................. 3 credits
Intermediate Financial Accounting III

**Tax, 3 total credits**
Students must choose one of the following courses:
ACC 455 ~ ................................................................. 3 credits
Corporate Taxation
ACC 456 ~ ................................................................. 3 credits
Individual/Estate Taxation

**Government & Non-Profit Accounting, 3 total credits**
ACC 460 ~ ................................................................. 3 credits
Government and Non-Profit Accounting

**Auditing, 6 total credits**
ACC 491 ~ ................................................................. 3 credits
Contemporary Auditing I
ACC 492 ~ ................................................................. 3 credits
Contemporary Auditing II

**Accounting Research, 3 total credits**
ACC 497 ~ ................................................................. 3 credits
Advanced Topics in Accounting Research

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

**Additional Admission Requirements for the BSACC**
- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSACC
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 57 upper division credits.
  • A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
• The diploma awarded for this program will read as follows:
  Bachelor of Science in Accounting

General Education Requirements for the BSACC
A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)
Puerto Rico students may not use conversational English to satisfy Communication Arts.

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 209, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)
Must include at least three (3) credits in the physical or biological sciences

Humanities Requirement 6 credits
(B Track must include: HUM 114)

Social Science Requirement 6 credits
(B Track must include: PSY 211)

Nevada students must complete three (3) credits in Nevada Constitution

Additional Liberal Arts Requirement 3 credits
(B Track must include: GEN 195)

Puerto Rico students must complete 6 credits of Spanish. Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish 1 or higher will satisfy the Spanish requirement.

Interdisciplinary Requirement 15 credits
(B Track must include: FP 120)
Puerto Rico students have a 12 credit Interdisciplinary requirement

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

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

Communication Arts Requirement 6 credits
(A Track must include COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits
Must include MTH 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 163)
Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities Requirement 9 credits
(B Track must include: HUM 114)

Social Science Requirement 9 credits
(B Track must include: PSY 211)

Must include: HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts Requirement 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement 9 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 BSACC
• 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 BCOM 230 Business Communication for Accountants 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 BSACC

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the required course of study may not be waived: ACC 497 and BCOM 230.

Course Descriptions for the BSACC

BCOM 230................................................................................3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

MGT 230...................................................................................3 credits

Introduction to Computer Applications and Systems

This course provides an overview of Business Information Systems. Students learn to apply Microsoft Office™ tools including word processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

MGT 311 .........................................................................................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.

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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ACC 290</td>
<td>Principles of Accounting I</td>
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<tr>
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<td>Contemporary Business Law</td>
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**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.

**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.

**Accounting Ethics and Professional Relations**

This course provides a foundation in the nature of ethics, moral, legal, and social issues in the accounting and business environment. Students learn topics including ethical reasoning, dealing with controversial issues, and the roles and responsibilities of accounting and auditing professionals. Other topics include a discussion of the AICPA Code of Professional Conduct and the Sarbanes-Oxley Act.

**Ethical 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.

**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.

**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.

**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.

**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.

**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. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.
ACC 423 ................................................................. 3 credits
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. Interspersed in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 455 ................................................................. 3 credits
Corporate Taxation
This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 491 ................................................................. 3 credits
Contemporary Auditing I
This course is the first in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include auditing standards, evidence, audit planning and documentation, materiality and risk, internal control, statistical tools, and the overall audit plan and program.

ACC 492 ................................................................. 3 credits
Contemporary Auditing II
This course is the second in a two-part series that deals with auditing a company’s financial reports, internal controls, and Electronic Data Processing (EDP) systems. Topics include the personnel and payroll system, inventory, capital acquisition cycle, selected balance sheet and income statement accounts, audit reports, assurances and other services, professional ethics, and legal responsibilities.

ACC 497 ................................................................. 3 credits
Advanced Topics in Accounting Research
This course in accounting research provides students with an in-depth examination of the Generally Accepted Accounting Principles (GAAP) and acceptable alternative reporting practices. Through comprehensive case studies, students will develop the research application skills necessary to analyze and make decisions regarding accounting reporting dilemmas in for-profit and not-for-profit companies.

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.

MTH 209 ............................................................. 3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 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.
CHM 110.................................................................3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 .................................................................3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145.................................................................3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215.................................................................3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Bachelor of Science/Concentration in Accounting (Ohio)

The following Bachelor of Science/Concentration in Accounting (BSACC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

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At the conclusion of the BSACC program:
• Graduates will be able to apply financial accounting principles to record and communicate business activities to stakeholders.
• Graduates will be able to analyze accounting financial statements to support effective fiscal decision making.
• Graduates will be able to evaluate various accounting activities in relation to ethical, legal, and professional standards.
• Graduates will be able to demonstrate an understanding of issues in the areas of government and not-for-profit accounting, international transactions, taxation, and auditing.

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

Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine requirements. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.
Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements - A Track and B Track

Communications, 3 total credits
BCOM 230 ~ ................................................................. 3 credits
Business Communication for Accountants
(The prerequisite requirement only applies to B Track students)

Business Information Systems, 3 total credits
BIS 220 ~ ................................................................. 3 credits
Introduction to Computer Applications and Systems

Management, 6 total credits
MGT 230 ~ ................................................................. 3 credits
Management Theory and Practice
MGT 311 ~ ................................................................. 3 credits
Organizational Development

Accounting Principles, 6 total credits
ACC 290 ~ ................................................................. 3 credits
Principles of Accounting I
ACC 291 ~ ................................................................. 3 credits
Principles of Accounting II

Ethics, 3 total credits
ETH 376 ~ ................................................................. 3 credits
Accounting Ethics and Professional Regulations

Law, 3 total credits
LAW 421 ~ ................................................................. 3 credits
Contemporary Business Law

Economics, 6 total credits
ECO 365 ~ ................................................................. 3 credits
Principles of Microeconomics
ECO 372 ~ ................................................................. 3 credits
Principles of Macroeconomics

Marketing, 3 total credits
MKT 421 ~ ................................................................. 3 credits
Marketing

Finance, 3 total credits
FIN 370 ~ ................................................................. 3 credits
Finance for Business

Quantitative Studies, 3 total credits
QNT 351~ ................................................................. 3 credits
Quantitative Analysis for Business

Strategy, 3 total credits
BUS 475 ~ ................................................................. 3 credits
Integrated Business Topics

Accounting Information Systems, 3 total credits
ACC 340 ~ ................................................................. 3 credits
Accounting Information Systems I

Intermediate Accounting, 9 total credits
ACC 421 ~ ................................................................. 3 credits
Intermediate Financial Accounting I
ACC 422 ~ ................................................................. 3 credits
Intermediate Financial Accounting II
ACC 423 ~ ................................................................. 3 credits
Intermediate Financial Accounting III

Tax, 3 total credits
Students must choose one of the following courses:
ACC 455 ~ ................................................................. 3 credits
Corporate Taxation
ACC 456 ~ ................................................................. 3 credits
Individual/Estate Taxation

Government & Non-Profit Accounting, 3 total credits
ACC 460 ~ ................................................................. 3 credits
Government and Non-Profit Accounting

Auditing, 6 total credits
ACC 491 ~ ................................................................. 3 credits
Contemporary Auditing I
ACC 492 ~ ................................................................. 3 credits
Contemporary Auditing II

Accounting Research, 3 total credits
ACC 497 ~ ................................................................. 3 credits
Advanced Topics in Accounting Research

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

Additional Admission Requirements for the BSACC

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• Applicants must be currently employed or have access to a work environment.

Degree Requirements for the BSACC

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 57 upper division credits.
  • A minimum of 48 of the 120 credits must be in the general education areas approved by the University.
  • A minimum program grade point average (GPA) of 2.0.
• The diploma awarded for this program will read as follows: Bachelor of Science in Accounting

General Education Requirements for the BSACC

A minimum of 48 of the 120 credits must be in the general education areas approved by the University.

Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher)
(B Track must include: COM 170 and COM 172)

Mathematics Requirement 6 credits
(Must include MTH 209, equivalent, or higher)

Science & Technology Requirement 6 credits
Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.

Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements and Course Waivers for the BSACC

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

The following courses in the required course of study may not be waived: ACC 497 and BCOM 230.

Course Descriptions for the BSACC

BCOM 230 ................................................................. 3 credits

Business Communication for Accountants

This course introduces students to the foundations of communication in a business accounting setting. Students are exposed to various topics related to interpersonal and group communication within the context of applications to the accounting field. Students will develop skills in the forms of written communication, including memos, emails, business letters, and reports. Other topics include communication ethics, collaboration, information utilization, critical thinking, and professional competence and values.

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 376 .................................................................. 3 credits

Accounting Ethics and Professional Relations

This course provides a foundation in the nature of ethics, moral, legal, and social issues in the accounting and business environments. Students learn topics including ethical reasoning, dealing with controversial issues, and the roles and responsibilities of accounting and auditing professionals. Other topics include a discussion of the AICPA Code of Professional Conduct and the Sarbanes-Oxley Act.

LAW 421 .................................................................. 3 credits

Contemporary Business Law

This course reviews the US legal system, common law and its development, organizational structures, and the regulatory environment pertinent to business. Students will learn to critically examine torts, crimes, and business ethics; contracts; business associations (agency, partnerships, corporations); wills, estates, trusts, and other legal entities; securities regulations; and investor protection.

ECO 365 .................................................................. 3 credits

Principles of Microeconomics

This course provides students with the basic theories, concepts, terminology, and uses of microeconomics. Students learn practical applications for microeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.

ECO 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.

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.

FIN 370 .................................................................. 3 credits

Finance for Business

This course introduces the student to the essential elements of finance for business. Emphasis is placed on financial management, financial markets, and the tools, techniques, and methodologies used in making financial decisions. Topics include: Financial planning, working capital management, capital budgeting, long term financing, and international finance.
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<tr>
<td>QNT 351</td>
<td>Quantitative Analysis for Business</td>
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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.

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<tr>
<td>BUS 475</td>
<td>Integrated Business Topics</td>
<td>3</td>
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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 curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery.

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<tr>
<td>ACC 340</td>
<td>Accounting Information Systems I</td>
<td>3</td>
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This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

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<td>ACC 349</td>
<td>Cost Accounting</td>
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This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.

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<td>ACC 421</td>
<td>Intermediate Financial Accounting I</td>
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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.

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<td>ACC 422</td>
<td>Intermediate Financial Accounting II</td>
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This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder’s equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

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<td>ACC 423</td>
<td>Intermediate Financial Accounting III</td>
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This course is the third of a three-part series of courses related to intermediate accounting. This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Interwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

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<td>ACC 424</td>
<td>Advanced Topics in Accounting Research</td>
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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.

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<tr>
<td>ACC 497</td>
<td>Contemporary Auditing I</td>
<td>3</td>
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This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretative and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.
MTH 209 ................................................................. 3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

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.

Associate Programs Pathways Program
Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses.

Admission into the Pathways program requires:
• Pathways Non-degree Application
• High School Junior or Senior Standing
• Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
• Parent or guardian consent
• $25 application fee

Before proceeding beyond 12 credits, Pathways program students must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program.

Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.
COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Associate of Arts/Concentration in Information Technology

The following Associate of Arts/Concentration in Information Technology (AAIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts with a concentration in Information Technology focuses on basic understanding of programming practices, web design and the creation of web pages, local and wide area networking and information systems security. Courses build upon the fundamentals of information technology to give students the skills needed to address and solve real-world IT problems. 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/aiit.

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

Concentration in Information Technology

IT 210 ~................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
IT 236 ~................................................................. 3 credits
Intro to Web Design I
IT 237 ~................................................................. 3 credits
Intro to Web Design II
IT 240 ~................................................................. 3 credits
Introduction to LAN Technologies
IT 242 ~................................................................. 3 credits
Introduction to WAN Technologies
IT 244 ~................................................................. 3 credits
Introduction to IT Security

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

Additional Admission Requirements for AAIT

• Applicants must be at least 16 years of age at the time of application.
• 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.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: LIS 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAIT

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

**Academic Progression Requirements for the AAIT**

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class has been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Residency Requirements for the AAIT**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAIT**

**Fundamentals of Programming with Algorithms and Logic**

This course provides students with a basic understanding of programing practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programing practices. Students will learn how these concepts, when properly applied, improve program design.

**Intro to Web Design I**

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

**LAN Technologies**

This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

**Introduction to WAN Technologies**

This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244 ................................................................. 3 credits

Intro to IT Security
General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.

COM 150 ............................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ............................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ............................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ............................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ........................................................... 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

IT 210 ~ .......................................................... 3 credits

Fundamentals of Programming with Algorithms and Logic

IT 237 ~ .......................................................... 3 credits

Intro to Web Design I

IT 243 ~ .......................................................... 3 credits

Intro to Web Design II

IT 244 ~ .......................................................... 3 credits

Introduction to LAN Technologies

IT 245 ~ .......................................................... 3 credits

Introduction to WAN Technologies

IT 246 ~ .......................................................... 3 credits

Introduction to IT Security

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

Additional Admission Requirements for AAIT
• Applicants must be at least 16 years of age at the time of application.
• High school graduation from an institution that holds state approval to confer high school diplomas or is 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 AAIT
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

**Degree Requirements for AAIT**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts.
- The course must have been completed and transcripted from a University of Phoenix.
- All 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.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

**Residency Requirements for the AAIT**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver 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 transferred from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
- 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 AAIT**

IT 210 ........................................................................................3 credits

**Fundamentals of Programming with Algorithms and Logic**

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
INT 236 ................................................................. 3 credits
Intro to Web Design I

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students Conceptualize design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 237 ................................................................. 3 credits
Intro to Web Design II

This course focuses on the creation of robust, well-formatted, aesthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 240 ................................................................. 3 credits
LAN Technologies

This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

IT 242 ................................................................. 3 credits
Introduction to WAN Technologies

This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

IT 244 ................................................................. 3 credits
Intro to IT Security

General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.

COM 220 ........................................................... 3 credits
Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ............................................................ 3 credits
Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ............................................................ 3 credits
Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ............................................................ 3 credits
Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
Associate of Arts/Concentration in Information Technology/Networking

The following Associate of Arts/Concentration in Information Technology/Networking (AAIT/N) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts in Information Technology/Networking concentration focuses on information systems and the analysis, design, and security of modern computer networks. Courses emphasize Local Area Networks, Wireless Local Area Networks, Wide Area Networks, and network security. Students will be able to simulate network administration tasks through remote access to real hardware and software commonly used in the IT industry. Additionally, courses include scenario-based activities, placing students in real-world situations that allow them to apply foundational knowledge and skills.

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/ait-n.

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

Concentration in Information Technology/Networking - Track A and B

IT 205 .......................................................... 3 credits
Management Information Systems
IT 210 .......................................................... 3 credits
Fundamentals of Programming with Algorithms and Logic
IT 240 ~ ........................................................3 credits
Intro to LAN Technologies
IT 241 ~ ........................................................3 credits
Intro to W-LAN Technologies
IT 242 .......................................................... 3 credits
Intro to WAN Technologies
IT 244 ~ ...................................................... 3 credits
Intro to IT Security

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

Additional Admission Requirements for AAIT/N

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/N

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for AAIT/N

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.
Academic Progression Requirements for the AAIT/N

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning: 15 credit limit on professional training).
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class has been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAIT/N

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAIT/N

IT 205................................................................. 3 credits
Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the system’s development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 240................................................................. 3 credits
LAN Technologies
This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

IT 241................................................................. 3 credits
Introduction to W-LAN Technologies
Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 242................................................................. 3 credits
Introduction to WAN Technologies
This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
IT 244 .................................3 credits
Intro to IT Security
General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.

COM 150 ....................................................3 credits
Effective Essay Writing
Students focus on gathering research, evaluating and documenting guidelines. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

IT 240 ....................................................3 credits
Intro to LAN Technologies
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ....................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ....................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ....................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ....................................................3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

The following Associate of Arts/Emphasis in Information Technology/Networking (AAIT/N) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts in Information Technology/Networking emphasis focuses on information systems and the analysis, design, and security of modern computer networks. Courses emphasize Local Area Networks, Wireless Local Area Networks, Wide Area Networks, and network security. Students will be able to simulate network administration tasks through remote access to real hardware and software commonly used in the IT industry. Additionally, courses include scenario-based activities, placing students in real-world situations that allow them to apply foundational knowledge and skills.

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/aaian.

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

Emphasis in Information Technology/Networking - Track A and B

IT 205 .................................3 credits
Management Information Systems
IT 210 .................................3 credits
Fundamentals of Programming with Algorithms and Logic
IT 240 ~ .................................3 credits
Intro to LAN Technologies
IT 241 ~ .................................3 credits
Intro to W-LAN Technologies
IT 242 ~ .................................3 credits
Intro to WAN Technologies
IT 244 ~ .................................3 credits
Intro to IT Security

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

Additional Admission Requirements for AAIT/N
- Applicants must be at least 16 years of age at the time of application.
- 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 AAIT/N

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAIT/N

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAIT/N

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class has been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AAIT/N

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
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 AAIT/N

IT 205  ........................................................................................3 credits
Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210  ........................................................................................3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 240  ........................................................................................3 credits
LAN Technologies
This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

IT 241  ........................................................................................3 credits
Introduction to W-LAN Technologies
Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 242  ........................................................................................3 credits
Introduction to WAN Technologies
This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

IT 244  ........................................................................................3 credits
Intro to IT Security
General concepts of information systems security will be introduced. Content includes governmental views, positions and processes of national security. Other concepts include contingency planning and business resumption planning, backup schemes and implementation strategies, as well as an introduction to various types of invasive actions and prevention measures.

COM 150  ...................................................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220  ...................................................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125  ...................................................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205  ...................................................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105  ...................................................................................3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.


Associate of Arts/Concentration in Information Technology/Programming

The following Associate of Arts/Concentration in Information Technology/Programming (AAIT/PRG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

A concentration in Programming offers coursework in computer scripting and programming. 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/ait-prg.

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

Concentration in Information Technology/Programming - Track A and B

IT 205 ~ ........................................................................................................... 3 credits
Management of Information Systems
IT 210 ~ ........................................................................................................... 3 credits
Fundamentals of Programming with Algorithms & Logic
IT 236 ~ ........................................................................................................... 3 credits
Intro to Web Design I
IT 237 ~ ........................................................................................................... 3 credits
Intro to Web Design II
IT 215 ~ ........................................................................................................... 3 credits
Java Programming
IT 218 ~ ........................................................................................................... 3 credits
Introduction to C/C++

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

Additional Admission Requirements for AAIT/PRG

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/PRG

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAIT/PRG

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAIT/PRG

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

• 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 General Education or Elective requirements.

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

• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education requirements.

• The course must have been completed within the past ten years
• The course must have been co mpleted and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.

Residency Requirements for the AAIT/PRG
Students must meet the established University residency require-ment for degree conferral. The University requires that the major-ity of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be com-pleted at University of Phoenix.

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

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

• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.

Course Descriptions for the AAIT/PRG

Management of Information Systems
This course introduces students to the world of information tech-nology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

Intro to Web Design I
Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

Intro to Web Design II
This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

JAVA Programming
JAVA has rapidly become the language of choice for platform inde-pendent implementations. This course provides a general introduc-tion to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java2 Software Development Kit, Student Edition V, 1.4.2_02 2003.

Introduction to C/C++
This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.
Effective Essay Writing

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

Research Writing

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

Cultural Diversity

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

Critical Thinking

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Information Technology/Programming (Maryland-OnLine)

The following Associate of Arts/Emphasis in Information Technology/Programming (AAIT/PRG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

A concentration in Programming offers coursework in computer scripting and programming. 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/aa-it-prg.

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

Concentration in Information Technology/Programming - Track A and B

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 205 ~</td>
<td>Management of Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 210 ~</td>
<td>Fundamentals of Programming with Algorithms &amp; Logic</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 236 ~</td>
<td>Intro to Web Design I</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 237 ~</td>
<td>Intro to Web Design II</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 218 ~</td>
<td>Java Programming</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 215 ~</td>
<td>Intro to C/C++</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

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

Additional Admission Requirements for AAIT/PRG

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
General Education Requirements for the AAIT/PRG
Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAIT/PRG
The degree requirements for this program are the following:
• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAIT/PRG
• All students entering associate degree programs with 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.
• US 101 will be required as the first course in the first block of the First-Year Sequence.
• HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• 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 General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAIT/PRG
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
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 AAIT/PRG**

**IT 205** ................................................................. 3 credits

**Management of Information Systems**

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

**IT 210** ................................................................. 3 credits

**Fundamentals of Programming with Algorithms and Logic**

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

**IT 236** ................................................................. 3 credits

**Intro to Web Design I**

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

**IT 237** ................................................................. 3 credits

**Intro to Web Design II**

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

**IT 215** ................................................................. 3 credits

**JAVA Programming**

JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java2 Software Development Kit, Student Edition V, 1.4.2_02 2003.

**IT 218** ................................................................. 3 credits

**Introduction to C/C++**

This course introduces the student to C/C++ programming. The syntax and semantics of the C/C++ programming language are used to produce simple computer programs.

**COM 150** ............................................................ 3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**COM 220** ............................................................ 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**ETH 125** ............................................................ 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**CRT 205** ............................................................ 3 credits

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media—including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**GEN 105** ............................................................ 3 credits

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
The following Associate of Arts/Concentration in Information Technology/Web Design (AAIT/WD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree with a concentration in Information Technology/Web Design focuses on the application of web authoring tools, HTML, programming language, and web standards to design and implement websites for a variety of business applications. 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/aait-wd.

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

### Concentration in Information Technology/Web Design - Track A and B

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
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</tr>
<tr>
<td>IT 235</td>
<td>3</td>
</tr>
<tr>
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</tr>
<tr>
<td>IT 237 Intro to Web Design I</td>
<td>3</td>
</tr>
<tr>
<td>IT 238 Intro to Web Design II</td>
<td>3</td>
</tr>
<tr>
<td>IT 238 Web Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

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

### Additional Admission Requirements for AAIT/WD

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

### General Education Requirements for the AAIT/WD

- **Communication Arts Requirement 6 credits**
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)
- **Mathematics Requirement 6 credits**
- **Science & Technology Requirement 6 credits**
  - (A Track must include: 3 credits in the physical or biological sciences)
  - (B Track must include: SCI 162)
- **Social Science Requirement 6 credits**
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)
- **Humanities Requirement 6 credits**
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)
- **Additional Liberal Arts Requirement 3 credits**
  - (A Track must include: GEN 105)
  - (B Track must include: US 101)
- **Interdisciplinary Requirement 9 credits**
  - (B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

### Degree Requirements for AAIT/WD

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

### Academic Progression Requirements for the AAIT/WD

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.

The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

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 General Education or Elective requirements.

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

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAIT/WD
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  • The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).

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 AAIT/WD

IT 205 ............................................................................................................................................ 3 credits
Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210 ............................................................................................................................................ 3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 235 ............................................................................................................................................ 3 credits
Image Editing and Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

IT 236 ............................................................................................................................................ 3 credits
Intro to Web Design I
Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 237 ............................................................................................................................................ 3 credits
Intro to Web Design II
This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 238 ............................................................................................................................................ 3 credits
Web Systems
This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentation technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.
COM 150 ................................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.
COM 220 ................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
ETH 125 ................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
CRT 205 ................................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GEN 105 ................................................................. 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Emphasis in Information Technology/Web Design (Maryland-Online)

The following Associate of Arts/Emphasis in Information Technology/Web Design (AAIT/WD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts Degree with an emphasis in Information Technology/Web Design focuses on the application of web authoring tools, HTML, programming language, and web standards to design and implement websites for a variety of business applications. 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/ait-wd.

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

Emphasis in Information Technology/Web Design - Track A and B
IT 205 ~ ................................................................. 3 credits
Management Information Systems
IT 210 ~ ................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
IT 235 ~ ................................................................. 3 credits
Image Editing and Implementation
IT 236 ~ ................................................................. 3 credits
Intro to Web Design I
IT 237 ~ ................................................................. 3 credits
Intro to Web Design II
IT 238 ~ ................................................................. 3 credits
Web Systems

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

Additional Admission Requirements for AAIT/WD
- Applicants must be at least 16 years of age at the time of application.
- 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 AAIT/WD

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

CREDITS APPLIED TO THE REQUIRED COURSE OF STUDY (WITH THE EXCEPTION OF THE ELECTIVES) WILL ONLY BE APPLIED TO THE CORE AND CANNOT COUNT TOWARD GENERAL EDUCATION REQUIREMENTS.

Required Course of Study:

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAIT/WD

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.

CREDITS APPLIED TO THE REQUIRED COURSE OF STUDY (WITH THE EXCEPTION OF THE ELECTIVES) WILL ONLY BE APPLIED TO THE CORE AND CANNOT COUNT TOWARD GENERAL EDUCATION REQUIREMENTS.

The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAIT/WD

• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• 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 General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AAIT/WD

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

In order to be granted a waiver 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 nationally accredited college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
• 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 AAIT/WD

IT 205 ................................................................. 3 credits

Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210 ................................................................. 3 credits

Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 235 ................................................................. 3 credits

Image Editing and Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.

IT 236 ................................................................. 3 credits

Intro to Web Design I
Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 237 ................................................................. 3 credits

Intro to Web Design II
This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 238 ................................................................. 3 credits

Web Systems
This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.

COM 150 ............................................................. 3 credits

Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ............................................................. 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ............................................................. 3 credits

Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ............................................................. 3 credits

Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ............................................................. 3 credits

Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
Associate of Arts/Concentration in Information Technology/Information Technology Support

The following Associate of Arts/Concentration in Information Technology/Information Technology Support (AAIT/ITS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree with a concentration in Information Technology/Information Technology Support covers theory and practice to provide a foundation in hardware and software computer support. Online labs give students hands on experience in hardware, software, networking and security fundamentals.

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/aa-its.

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

Concentration in Information Technology/Information Technology Support - Track A and B

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IT 205 ~ Management of Information Systems</td>
<td>3</td>
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<tr>
<td>IT 206 ~</td>
<td>3</td>
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<tr>
<td>IT 280 ~ PC Applications Support</td>
<td>3</td>
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<tr>
<td>IT 282 ~ Computer Hardware Fundamentals</td>
<td>3</td>
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<tr>
<td>IT 284 ~ Computer Software Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>IT 286 ~ Enterprise Computer Support</td>
<td>3</td>
</tr>
<tr>
<td>IT 290 ~ Computer Maintenance and Troubleshooting</td>
<td>3</td>
</tr>
</tbody>
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The University reserves the right to modify the required course of study.

Additional Admission Requirements for AAIT/ITS

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/ITS

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)
Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)
Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for AAIT/ITS

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAIT/ITS

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• 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 General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Residency Requirements for the AAIT/ITS**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).

• 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 AAIT/ITS**

**Management of Information Systems**
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 206 ........................................................................................3 credits

**PC Applications Support**
This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.

IT 280 ........................................................................................3 credits

**Computer Hardware Fundamentals**
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 282 ........................................................................................3 credits

**Computer Software Fundamentals**
This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284 ........................................................................................3 credits

**Enterprise Computer Support**
This course is an introduction to the roles, responsibilities, and skills required to be a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.

IT 286 ........................................................................................3 credits

**Computer Maintenance and Troubleshooting**
This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.
COM 150 ................................................................. 3 credits

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ................................................................. 3 credits

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ................................................................. 3 credits

**Cultural Diversity**

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ................................................................. 3 credits

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media— including television, Internet, and print—to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ................................................................ 3 credits

**Skills for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Information Technology/Information Technology Support (Maryland-Online)**

The following Associate of Arts/Emphasis in Information Technology/Information Technology Support (AAIT/ITS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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.

**Emphasis in Information Technology/Information Technology Support - Track A and B**

IT 205 ~ ................................................................. 3 credits

Management of Information Systems

IT 206 ~ ................................................................. 3 credits

PC Applications Support

IT 280 ~ ................................................................. 3 credits

Computer Hardware Fundamentals

IT 282 ~ ................................................................. 3 credits

Computer Software Fundamentals

IT 284 ~ ................................................................. 3 credits

Enterprise Computer Support

IT 286 ~ ................................................................. 3 credits

Computer Maintenance and Troubleshooting

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

**Additional Admission Requirements for AAIT/ITS**

- Applicants must be at least 16 years of age at the time of application.
- 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 AAIT/ITS

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAIT/ITS

The degree requirements for this program are the following:

• Completion of a minimum of 60 credits.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
• Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
• A minimum grade point average (GPA) of 2.0.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
• The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAIT/ITS

• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
• 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 General Education or Elective requirements.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AAIT/ITS

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
• 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 AAIT/ITS**

**Management of Information Systems**
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

**IT 206** ................................................................. 3 credits

**PC Applications Support**
This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.

**IT 280** ................................................................. 3 credits

**Computer Hardware Fundamentals**
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

**IT 282** ................................................................. 3 credits

**Computer Software Fundamentals**
This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

**IT 284** ................................................................. 3 credits

**Enterprise Computer Support**
This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on, real-world customer support issues and Scenarios.

**IT 286** ................................................................. 3 credits

**Computer Maintenance and Troubleshooting**
This course is an introduction to computer hardware and software maintenance and troubleshooting. Each Module of the course will focus on typical problem scenarios, diagnostics, procedures and solutions. The final Module of this course provides you with a problem scenario to demonstrate your understanding of diagnostic skills and solution implementation. This course includes remote access to hands-on LiveLabs and Scenarios.

**IT 205** ................................................................. 3 credits

**IT 280** ................................................................. 3 credits

**IT 282** ................................................................. 3 credits

**IT 284** ................................................................. 3 credits

**IT 286** ................................................................. 3 credits

**COM 150** ............................................................. 3 credits

**Effective Essay Writing**
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**COM 220** ............................................................. 3 credits

**Research Writing**
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**ETH 125** ............................................................. 3 credits

**Cultural Diversity**
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

**CRT 205** ............................................................. 3 credits

**Critical Thinking**
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**GEN 105** ............................................................. 3 credits

**Skills for Learning in an Information Age**
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
Associate of Arts/Concentration in Information Technology/Database Development Concentration

The following Associate of Arts/Concentration in Information Technology/Database Development Concentration (AAIT/DBD) degree program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

This concentration focuses on the installation and programming of database applications in the business environment. The development of queries and reports from a database are addressed in this program as well as the backup, recovery, and security of databases. 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/aait-dbd.

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

Concentration in Information Technology/Database Development - Track A and B

IT 205~ Management of Information Systems 3 credits
IT 210~ Fundamentals of Programming with Algorithms & Logic 3 credits
IT 260~ Intro to Desktop Databases 3 credits
IT 261~ Advanced Desktop Databases 3 credits
IT 264~ Introduction to SQL 3 credits
IT 265~ Managing the Database Environment 3 credits

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

Additional Admission Requirements for AAIT/DBD

- Applicants must be at least 16 years of age at the time of application.
- 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.

- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAIT/DBD

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAIT/DBD

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAIT/DBD

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
• With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.

• The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

• All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.

• 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 General Education or Elective requirements.

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

• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAIT/DBD

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).

• 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 AAIT/DBD

IT 205................................................................. 3 credits

Management of Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210................................................................. 3 credits

Fundamentals of Programming with Algorithms and Logic

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 260................................................................. 3 credits

Introduction to Desktop Databases

This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.

IT 261................................................................. 3 credits

Advanced Desktop Databases

This course is a continuation in the study of database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.

IT 264................................................................. 3 credits

Introduction to SQL

This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.

IT 265................................................................. 3 credits

Managing the Database Environment

This course provides an introduction to the installation, configuration, support, availability and recovery databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.
COM 150 .................................................................3 credits  
**Effective Essay Writing**
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 .................................................................3 credits  
**Research Writing**
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 .................................................................3 credits  
**Cultural Diversity**
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 .................................................................3 credits  
**Critical Thinking**
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 .................................................................3 credits  
**Skills for Learning in an Information Age**
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Emphasis in Information Technology/Database Development Emphasis (Maryland-Online)**

The following Associate of Arts/Emphasis in Information Technology/Database Development Emphasis (AAIT/DBD) degree program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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.

This emphasis focuses on the installation and programming of database applications in the business environment. The development of queries and reports from a database are addressed in this program as well as the backup, recovery, and security of databases. 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/aait-dbd.

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

**Emphasis in Information Technology/Database Development - Track A and B**

IT 205~ .................................................................3 credits  
Management of Information Systems
IT 210~ .................................................................3 credits  
Fundamentals of Programming with Algorithms & Logic
IT 260~ .................................................................3 credits  
Intro to Desktop Databases
IT 261~ .................................................................3 credits  
Advanced Desktop Databases
IT 264~ .................................................................3 credits  
Introduction to SQL
IT 265~ .................................................................3 credits  
Managing the Database Environment

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

**Additional Admission Requirements for AAIT/DBD**
- Applicants must be at least 16 years of age at the time of application.
- 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 AAIT/DBD

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 6 credits
(A Track must include: 3 credits in the physical or biological sciences)
(B Track must include: SCI 162)

Social Science Requirement 6 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 6 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 3 credits
(A Track must include: GEN 105)
(B Track must include: US 101)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for AAIT/DBD

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

Academic Progression Requirements for the AAIT/DBD

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or emphasis courses.

- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the emphasis and cannot count toward General Education totals.

Residency Requirements for the AAIT/DBD

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
• 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 AAIT/DBD

IT 205 ................................................................. 3 credits
Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210 ................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

IT 260 ................................................................. 3 credits
Introduction to Desktop Databases
This course will cover the use desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.

IT 261 ................................................................. 3 credits
Advanced Desktop Databases
This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries and data analysis using desktop database software.

IT 264 ................................................................. 3 credits
Introduction to SQL
This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.

IT 265 ................................................................. 3 credits
Managing the Database Environment
This course provides an introduction to the installation, configuration, support, availability and recovery databases. The considerations for database administration addressing the requirements for user access, security, backup and recovery will be covered in this course.

COM 150 ............................................................. 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ............................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

ETH 125 ............................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ............................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

GEN 105 ............................................................. 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
**Associate of Arts/Concentration in Information Technology (Minnesota/Arkansas)**

The following Associate of Arts/Concentration in Information Technology (AAIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts with a concentration in Information Technology focuses on basic understanding of programming practices, web design and the creation of web pages, local and wide area networking and information systems security. Courses build upon the fundamentals of information technology to give students the skills needed to address and solve real-world IT problems. 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/aait-ar.

For students residing in Minnesota: 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/aait-mn.

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

**Concentration in Information Technology**

- IT 210 ~ 3 credits
- Fundamentals of Programming with Algorithms & Logic
- IT 236 ~ 3 credits
- Intro to Web Design I
- IT 237 ~ 3 credits
- Intro to Web Design II
- IT 240 ~ 3 credits
- Introduction to LAN Technologies
- IT 242 ~ 3 credits
- Introduction to WAN Technologies

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

**Additional Admission Requirements for AAIT**

- Applicants must be at least 16 years of age at the time of application.
- 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 AAIT for Arkansas Students**

- Communication Arts Requirement 6 credits
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
  - Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
  - Arkansas residents must include: MAT 219 and MAT 220
- Science & Technology Requirement 9 credits
  - Must include: BIO 100 and CHM 109
  - Students in the AAIT and AAIT/WD programs must complete IT 205 as a required Science course as this course is a prerequisite to courses in the concentration.
- Social Science Requirement 9 credits
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)
  - Must include: HIS 135
- Humanities Requirement 9 credits
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)
- Additional Liberal Arts Requirement 6 credits
  - (A Track must include: GEN 105)
  - (B Track must include: US 101 and FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**General Education Requirements for the AAIT for Minnesota Students**

- Communication Arts Requirement 6 credits
  - (A Track must include: COM 150 and COM 220)
  - (B Track must include: COM 155 and COM 156)
- Mathematics Requirement 6 credits
  - (B Track must include: SCI 162)
  - Students in the AAIT and AAIT/WD programs must complete IT 205 as a required Science course as this course is a prerequisite to courses in the concentration.
- Social Science Requirement 9 credits
  - (A Track must include: ETH 125)
  - (B Track must include: PSY 201 and ETH 125)
- Humanities Requirement 9 credits
  - (A Track must include: CRT 205)
  - (B Track must include: HUM 111)
- Additional Liberal Arts Requirement 6 credits
  - (A Track must include: GEN 105)
  - (B Track must include: US 101 and FP 101)
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

**Degree Requirements for the AAIT**

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Residency Requirements for the AAIT**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
- 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 AAIT**

**IT 210 Fundamentals of Programming with Algorithms and Logic**

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.

**Intro to Web Design I**

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.
IT 237 ................................................................. 3 credits
Intro to Web Design II
This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 240 ................................................................. 3 credits
LAN Technologies
This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

IT 242 ................................................................. 3 credits
Introduction to WAN Technologies
This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

COM 150 ........................................................... 3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ........................................................... 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 ............................................................. 3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 100 ............................................................. 4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ............................................................. 3 credits
Introductory Chemistry
This course applies a broad, conceptual understanding of chemistry. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

IT 205 ............................................................. 3 credits
Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

HIS 135 ............................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ............................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ............................................................. 3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Concentration in Information Technology/Networking (Minnesota/Arkansas)

The following Concentration in Information Technology/Networking (AAIT/N) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts in Information Technology/Networking concentration focuses on information systems and the analysis, design, and security of modern computer networks. Courses emphasize Local Area Networks, Wireless Local Area Networks, Wide Area Networks, and network security. Students will be able to simulate network administration tasks through remote access to real hardware and software commonly used in the IT industry. Additionally, courses include scenario-based activities, placing students in real-world situations that allow them to apply foundational knowledge and skills.

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/ainit-n.

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

Concentration in Information Technology/Networking - Track A and B

IT 205 ~ Management Information Systems
3 credits

IT 210 ~ Fundamentals of Programming with Algorithms and Logic
3 credits

IT 240 ~ Intro to LAN Technologies
3 credits

IT 241 ~ Intro to W-LAN Technologies
3 credits

IT 242 ~ Intro to WAN Technologies
3 credits

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

Additional Admission Requirements for AAIT/N

• Applicants must be at least 16 years of age at the time of application.

• 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 AAIT/N for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

General Education Requirements for the AAIT/N for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**Degree Requirements for the AAIT/N**

The degree requirements for this program are the following:
- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

**Academic Progression Requirements for the AAIT/N**

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

**Residency Requirements for the AAIT/N**

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAIT/N**

**IT 205** ........................................................... 3 credits

**Management of Information Systems**

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

**IT 210** ........................................................... 3 credits

**Fundamentals of Programming with Algorithms and Logic**

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
IT 240 .................................................................3 credits
LAN Technologies
This foundational course covers local area network (LAN) topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

IT 241 .................................................................3 credits
Introduction to W-LAN Technologies
Concepts of wireless networking systems include wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with MAN, LAN and WAN networks, basic wireless security and integration concepts.

IT 242 .................................................................3 credits
Introduction to WAN Technologies
This course covers Wide Area Networking/Enterprise networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

COM 150 ..........................................................3 credits
Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220 ..........................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219 ..........................................................3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

BIO 100 .............................................................4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109 ..........................................................3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135 ............................................................3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125 ............................................................3 credits
Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205 ............................................................3 credits
Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
GENERAL EDUCATION REQUIREMENTS FOR THE AAIT/WD FOR ARKANSAS STUDENTS

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Arkansas residents must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
Must include: BIO 100 and CHM 109

Students in the AAIT and AAIT/WD programs must complete IT 205 as a required Science course as this course is a prerequisite to courses in the concentration.

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

CREDITS APPLIED TO THE REQUIRED COURSE OF STUDY (WITH THE EXCEPTION OF THE ELECTIVES) WILL ONLY BE APPLIED TO THE CORE AND CANNOT COUNT TOWARD GENERAL EDUCATION TOTAL.

GENERAL EDUCATION REQUIREMENTS FOR THE AAIT/WD FOR MINNESOTA STUDENTS

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Students in the AAIT and AAIT/WD programs must complete IT 205 as a required Science course as this course is a prerequisite to courses in the concentration.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)

CREDITS APPLIED TO THE REQUIRED COURSE OF STUDY (WITH THE EXCEPTION OF THE ELECTIVES) WILL ONLY BE APPLIED TO THE CORE AND CANNOT COUNT TOWARD GENERAL EDUCATION TOTAL.

ADDITIONAL ADMISSION REQUIREMENTS FOR AAIT/WD

• Applicants must be at least 16 years of age at the time of application.
• 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.
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for the AAIT/WD

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack 67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAIT/WD

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAIT/WD

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

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

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAIT/WD

IT 210 ........................................................................................3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
IT 235 ........................................................................................3 credits
Image Editing and Implementation
Design elements such as basic composition, style, use of color, textures, graphic manipulation, photographic re-touching and text/font design are introduced. File formats, sizing and packaging for export are covered in this class. Concepts such as pre-press production and printing are introduced. Imaging program, Adobe Photoshop® Elements 3.0 is required for this class.
IT 236  Intro to Web Design I 3 credits

Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 237  Intro to Web Design II 3 credits

This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

Web Development 3 credits

This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMHTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.

COM 150  Effective Essay Writing 3 credits

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220  Research Writing 3 credits

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219  Introduction to College Algebra 3 credits

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220  College Algebra 3 credits

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.

BIO 100  Introduction to Life Science with Lab 4 credits

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109  Introductory Chemistry 3 credits

This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

IT 205  Management of Information Systems 3 credits

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

HIS 135  The American Experience Since 1945 3 credits

This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125  Cultural Diversity 3 credits

This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.
The University reserves the right to modify the required course of study.

**Additional Admission Requirements for AAIT/ITS**

- Applicants must be at least 16 years of age at the time of application.
- 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 AAIT/ITS for Arkansas Students**

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits

(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109

The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.

Social Science Requirement 9 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

Humanities Requirement 9 credits

(A Track must include: CRT 205)

(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits

(A Track must include: GEN 105)

(B Track must include: US 101 and FP 101)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

**General Education Requirements for the AAIT/ITS for Minnesota Students**

Communication Arts Requirement 6 credits

(A Track must include: COM 150 and COM 220)

(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits

Science & Technology Requirement 9 credits

(B Track must include: SCI 162)

Social Science Requirement 9 credits

(A Track must include: ETH 125)

(B Track must include: PSY 201 and ETH 125)

Humanities Requirement 9 credits

**Critical Thinking**

In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

**Assignments for Learning in an Information Age**

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

**Associate of Arts/Concentration in Information Technology/Information Technology Support (Minnesota/Arkansas)**

The following Associate of Arts/Concentration in Information Technology/Information Technology Support (AAIT/ITS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree with a concentration in Information Technology/Information Technology Support covers theory and practice to provide a foundation in hardware and software computer support. Online labs give students hands on experience in hardware, software, networking and security fundamentals. For more information about our graduation rates, the median debt students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/aaits.

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

**Concentration in Information Technology/Information Technology Support - Track A and B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IT 205 ~</td>
<td>Critical Thinking</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 206 ~</td>
<td>Management of Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 280 ~</td>
<td>PC Applications Support</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 282 ~</td>
<td>Computer Hardware Fundamentals</td>
<td>3 credits</td>
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<td>IT 284 ~</td>
<td>Computer Software Fundamentals</td>
<td>3 credits</td>
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<td></td>
<td>Enterprise Computer Support</td>
<td>3 credits</td>
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</tbody>
</table>
Additional Liberal Arts Requirement 6 credits

(A Track must include: CRT 205)
(B Track must include: HUM 111)

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

Degree Requirements for the AAIT/ITS

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAIT/ITS

- All students entering associate degree programs with less than 24 previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the B Track, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAIT/ITS

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix. Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
- 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 AAIT/ITS

IT 205........................................................................................ 3 credits

Management of Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.
IT 206 ...............................................................3 credits
PC Applications Support
This course will prepare students to support Microsoft Office applications. The student will learn the product features of Word, Excel, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.

IT 282 ...............................................................3 credits
Computer Software Fundamentals
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 284 ...............................................................3 credits
Computer Hardware Fundamentals
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 210 ...............................................................3 credits
Effective Essay Writing
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

MATH 219 ..........................................................3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

ETH 125 .............................................................3 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

COM 150 ............................................................3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

Elective ................................. 3 credits
BIO 100 ................................................................4 credits
Introductory Chemistry
This course is an introduction to the roles, responsibilities, and skills required to become a professional computer support PC Technician and provide exceptional computer support service. This includes the fundamentals of customer service, effective questioning, verbal and non-verbal communication, on-site support, telephone support, remote e-commerce support, and dealing with difficult customers. This course includes remote access to hands-on LiveLabs and Scenarios.

IT 206 ...............................................................3 credits
Enterprise Computer Support
This course is an introduction to the fundamentals of the Vista and legacy Windows Operating Systems (98/ME, 2000/XP) for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security. Activities that are critical to this course include remote access to hands-on LiveLabs and Scenarios.

IT 210 ...............................................................3 credits
Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 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.

ETH 125 .............................................................3 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.
GEN 105 ............................. 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

Associate of Arts/Concentration in Information Technology/Database Development Concentration (Minnesota/Arkansas)

The following Associate of Arts/Concentration in Information Technology/Database Development Concentration (AAIT/DBD) degree program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

This concentration focuses on the installation and programming of database applications in the business environment. The development of queries and reports from a database are addressed in this program as well as the backup, recovery, and security of databases. 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/aait-dbd.

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

Concentration in Information Technology/Database Development - Track A and B

IT 205~ .................................................. 3 credits
Management of Information Systems
IT 210~ .................................................. 3 credits
Fundamentals of Programming with Algorithms & Logic
IT 260~ .................................................. 3 credits
Intro to Desktop Databases
IT 261~ .................................................. 3 credits
Advanced Desktop Databases
IT 264~ .................................................. 3 credits
Introduction to SQL

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

Additional Admission Requirements for AAIT/DBD

- Applicants must be at least 16 years of age at the time of application.
- 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 AAIT/DBD for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220 College Algebra. The MAT 220 requirement may be satisfied with College Algebra transfer coursework or math transfer coursework requiring College Algebra as a prerequisite.
Must include: MAT 219 and MAT 220
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

General Education Requirements for the AAIT/DBD for Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)
Mathematics Requirement 6 credits
Science & Technology Requirement 9 credits
(B Track must include: SCI 162)
Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)
Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)
Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: US 101 and FP 101)
Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
Degree Requirements for the AAIT/DBD

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAIT/DBD

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAIT/DBD

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of “C” (2.0) or better (five years for information technology courses).
- 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 AAIT/DBD

IT 205  ........................................................................................................3 credits
Management of Information Systems

This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210 ........................................................................................................3 credits
Fundamentals of Programming with Algorithms and Logic

This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
IT 260: Introduction to Desktop Databases
This course will cover the use of desktop database software to create small database applications. Emphasis will be placed on creating databases and forms. Hands-on experience in the installation, design, and debugging of desktop database software will be included in this course.

IT 261: Advanced Desktop Databases
This course is a continuation in the study of desktop database software. Emphasis will be placed on database design, reporting, queries, and data analysis using desktop database software.

IT 264: Introduction to SQL
This course provides an introduction to the Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.

COM 150: Effective Essay Writing
In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

COM 220: Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

MAT 219: Introduction to College Algebra
This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

MAT 220: 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.

BIO 100: Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CHM 109: Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 135: The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ETH 125: Cultural Diversity
This course is designed to educate students about issues of race, ethnicity, and gender in the United States by presenting historical and modern perspectives on diversity.

CRT 205: Critical Thinking
In this course, students develop the ability to think clearly and critically. Practice includes developing writing skills that enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Students are given the opportunity to analyze and discuss various types of media-including television, Internet, and print-to determine which sources provide the most reliable information. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.
General Education Requirements for the AAIT/PRG for Arkansas Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220
College Algebra. The MAT 220 requirement may be satisfied with College
Algebra transfer coursework or math transfer coursework requiring
College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any
science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework
with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: LIS 101 and FP 101)

Credits applied to the Required Course of Study (with the exception
of the electives) will only be applied to the core and cannot count toward General Education total

General Education Requirements for the AAIT/PRG for
Minnesota Students

Communication Arts Requirement 6 credits
(A Track must include: COM 150 and COM 220)
(B Track must include: COM 155 and COM 156)

Mathematics Requirement 6 credits
Students, who reside in Arkansas, are required to complete MAT 220
College Algebra. The MAT 220 requirement may be satisfied with College
Algebra transfer coursework or math transfer coursework requiring
College Algebra as a prerequisite.

Must include: MAT 219 and MAT 220

Science & Technology Requirement 9 credits
(B Track must include: SCI 162)

Must include: BIO 100 and CHM 109
The BIO 100 and CHM 109 requirements may also be satisfied with any
science transfer coursework with a lab component.

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PSY 201 and ETH 125)

Must include: HIS 135
HIS 135 requirement may also be satisfied with any transfer coursework
with US History or Government content.

Humanities Requirement 9 credits
(A Track must include: CRT 205)
(B Track must include: HUM 111)

Additional Liberal Arts Requirement 6 credits
(A Track must include: GEN 105)
(B Track must include: LIS 101 and FP 101)

Credits applied to the Required Course of Study (with the exception
of the electives) will only be applied to the core and cannot count toward General Education total

Additional Admission Requirements for AAIT/PRG

- Applicants must be at least 16 years of age at the time of
  application.
- 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 HSPE
  (California High School Proficiency Examination) certificate.
Degree Requirements for the AAIT/PRG

The degree requirements for this program are the following:

- Completion of a minimum of 60 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education totals.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAIT/PRG

- All students entering associate degree programs with 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.
- US 101 will be required as the first course in the first block of the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence and may be taken concurrently with non-FYS or FYS courses. All other FYS requirements must be satisfied prior to enrolling in any other General Education elective, or concentration courses.
- With the exception of GEN 105, US 101, FP 101, and HUM 111, 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, (15 credit limit on experiential learning; 15 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- All students entering associate degree programs with 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take GEN 105 as part of the first block, and are not required to enroll in the First-Year Sequence. ETH 125 or an appropriate writing class have been recommended by the college as the second course in the first block; however, the student may choose an alternate course.
- 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 General Education or Elective requirements.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAIT/PRG

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).

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 AAIT/PRG

IT 205 ................................................................. 3 credits
Management of Information Systems
This course introduces students to the world of information technology. Students will examine the technology concepts included in business systems, networking, and project management and explore the systems development life cycle. Specific topics for the course include: hardware components, software applications, operating systems, databases, programming, as well as the security, privacy, and safety issues associated with information technology.

IT 210 ................................................................. 3 credits
Fundamentals of Programming with Algorithms and Logic
This course provides students with a basic understanding of programming practices. Concepts covered include flowcharting, pseudocode methodologies, and an understanding of programming practices. Students will learn how these concepts, when properly applied, improve program design.
Students focus on gathering research, evaluating and documenting guidelines. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**Research Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**Effective Essay Writing**

In this course, students develop academic writing skills. Students use the writing process to construct an expository essay with an emphasis on coherence and correctness in written communication. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense and form, subject-verb and pronoun-antecedent agreement, and pronoun case. Students also complete exercises covering topic sentences, paragraph development, citations, and formatting guidelines.

**Research Writing**

Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

**Introduction to College Algebra**

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

**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.

**Introduction to Life Science with Lab**

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

**Intro to Web Design I**

Combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. To create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

**JAVA Programming**

JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java2 Software Development Kit, Student Edition V, 1.4.2_02 2003.

**Intro to College Algebra**

This course introduces algebraic concepts providing a solid foundation for college algebra. Topics range from properties of real numbers, the order of operations, and algebraic expressions to solving equations and inequalities. Additional topics include polynomials, factoring methods, rational and radical expressions as well as graphing and functions.

**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.

**Introduction to Life Science with Lab**

This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

**Intro to Web Design I**

Combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. To create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

**JAVA Programming**

JAVA has rapidly become the language of choice for platform independent implementations. This course provides a general introduction to programming, data structures and object-oriented programming in particular. The syntax and semantics of the JAVA language are addressed, as well as related topics which include object-oriented programming concepts, terminology, and notation. This class requires the Java2 Software Development Kit, Student Edition V, 1.4.2_02 2003.
Skills for Learning in an Information Age

This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.

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: Online, depending on state of residence. 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 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 Advanced Networking

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

NTC 405 ................................................................. 3 credits
Telecommunications and Networking I
NTC 406 ................................................................. 3 credits
Telecommunications and Networking II
NTC 409 ................................................................. 3 credits
Global Network Architecture and Design
NTC 410 ................................................................. 3 credits
Global Network Management, Support and Security
NTC 413 ................................................................. 3 credits
Network Integration Project

Concentration in Business Systems Analysis

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

BSA 400 ................................................................. 3 credits
Business Systems Development II
BSA 411 ................................................................. 3 credits
Systems Analysis Methodologies
BSA 412 ................................................................. 3 credits
Systems Analysis Tools
CMGT 411 ................................................................. 3 credits
Project Planning Management
CMGT 413 ................................................................. 3 credits
Application Acquisition & Sourcing

Concentration in Information Management

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

IM 300 ................................................................. 3 credits
Data Organization Architecture
IM 305 ................................................................. 3 credits
Data Modeling
POS 410 ................................................................. 3 credits
SQL for Business
DBM 384 ................................................................. 3 credits
Special Purpose Databases
DBM 460 ................................................................. 3 credits
Enterprise Database Management Systems
Concentration in Information Systems Security
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-iss.
POS 420 ~ ................................................................. 3 credits
Introduction to UNIX
POS 421 ~ ................................................................. 3 credits
Windows Server Networking
CMGT 441 ~ ............................................................ 3 credits
Introduction to Information Systems Security Management
CMGT 442 ~ ............................................................ 3 credits
Information Systems Risk Management
CMGT 430 ~ ............................................................ 3 credits
Enterprise Security

Concentration in Multimedia & Visual Communication
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsit-mvc.
VCT 300 ~ ................................................................. 3 credits
Image Editing
VCT 320 ~ ................................................................. 3 credits
Electronic Publishing
VCT 410 ................................................................. 3 credits
Instructional Design
VCT 420 ~ ................................................................. 3 credits
Multimedia Development
WEB 431 ~ ............................................................... 3 credits
XML
WEB 435 ~ ............................................................... 3 credits
Website Commercialization I
WEB 434 ~ ............................................................... 3 credits
Website Commercialization 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.
• South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Applicants must be currently employed or have access to a work environment.

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)
  Puerto Rico students may not use conversational English to satisfy Communication Arts.

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)

Nevada students must complete three (3) credits in Nevada Constitution

Additional Liberal Arts Requirement 6 credits
Puerto Rico students must complete 6 credits of Spanish. Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish 1 or higher will satisfy the Spanish requirement.
  (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)
  (B Track Puerto Rico campus students must include COMM 218)

General Education Requirements for the BSIT for Arkansas Students

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 and COMM 218)
  (B Track must include: COM 170 and COM 172)
Mathematics Requirement(s) 6 credits
  Must include MTH 220
Science & Technology Requirement(s) 9 credits
  (B Track must include: SCI 163)
  Must include CHM 110 and PHY 101 or equivalent transfer coursework with a lab component.

Humanities Requirement(s) 9 credits
  (B Track must include: HUM 114)
Social Science Requirement(s) 9 credits
  (B Track must include: PSY 211)

Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content.

Additional Liberal Arts Requirement(s) 6 credits
  (B Track must include: COMM 218)
Interdisciplinary Requirement(s) 9 credits
  (B Track students 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.

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

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 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.

CIS 207 .....................................................................................3 credits

Information Systems Fundamentals

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

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.

POS 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 covers the fundamentals and best practices of using written communication in business and in the information technologies. Topics include strategies, techniques, and nuances for producing emails, memos, reports, proposals, project specifications, and user manuals, as well as other technical documents.

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.

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.

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.

CHM 110 ................................................................. 3 credits
Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 ................................................................. 3 credits
Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

HIS 145 ................................................................. 3 credits
The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 ................................................................. 3 credits
State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

NTC 405 ................................................................. 3 credits
Telecommunications and Networking I
This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

NTC 406 ................................................................. 3 credits
Telecommunications and Networking II
NTC 406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail with the related theory being applied to specific applications in the industry.

NTC 409 ................................................................. 3 credits
Global Network Architecture and Design
This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411 ................................................................. 3 credits
Global Network Management, Support and Security
NTC 411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed. Network security, Disaster Recovery, and Business Continuity planner is also addressed in this course.

NTC 415 ................................................................. 3 credits
Network Integration Project
The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to-end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital voice will be explored.
Course Descriptions for the Concentration in Business Systems Analysis

BSA 400 ....................................................................................... 3 credits

Business Systems Development II
This course continues the subject matter of BSA/375. Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed on examining enterprise-level business systems.

BSA 411 ....................................................................................... 3 credits

Systems Analysis Methodologies
This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

BSA 412 .................................................................................... 3 credits

IM 300 ....................................................................................... 3 credits

Enterprise Security
This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.

DBM 384 ....................................................................................... 3 credits

Special Purpose Databases
This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

IM 305 ....................................................................................... 3 credits

Data Modeling
This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

POS 410 ....................................................................................... 3 credits

SQL For Business
This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.
Course Descriptions for the Concentration in Multimedia & Visual Communication

VCT 300 .....................................................................................3 credits

Image Editing
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

VCT 320 .....................................................................................3 credits

Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 410 .....................................................................................3 credits

Instructional Design
This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboarding, design specifications, development, implementation and evaluation.

VCT 420 .....................................................................................3 credits

Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

WEB 431 ...................................................................................3 credits

XML
This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

WEB 435 ...................................................................................3 credits

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.

Course Descriptions for the Concentration in Web Development

VCT 300 .....................................................................................3 credits

Image Editing
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

WEB 401 .....................................................................................3 credits

Web Development
This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.

WEB 407 .....................................................................................3 credits

Advanced Web Development
This course focuses on existing and emerging Web development technologies. Topics include specialized Web markup languages, server-side backend databases, server-side programming, web services, enterprise Web development and Web applications.

WEB 431 ...................................................................................3 credits

XML
This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

WEB 434 ...................................................................................3 credits

Website Commercialization I
This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include web-based interfaces, online supply chain management, eCommerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.

WEB 435 .....................................................................................3 credits

Website Commercialization II
This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.
Bachelor of Science in Information Technology (Maryland-Online)

The following Bachelor of Science in Information Technology (BSIT) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 200</td>
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</tr>
<tr>
<td>Foundations for General Education and Professional Success</td>
<td></td>
</tr>
</tbody>
</table>

**B Track Required Introductory Course**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>GEN 195</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of University Studies</td>
<td></td>
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</tbody>
</table>

**BSIT Required Course of Study - A Track and B Track**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 207 ~</td>
<td>3</td>
</tr>
<tr>
<td>Information Systems Fundamentals</td>
<td></td>
</tr>
<tr>
<td>PRG 211 ~</td>
<td>3</td>
</tr>
<tr>
<td>Algorithms and Logic for Computer Programming</td>
<td></td>
</tr>
<tr>
<td>WEB 240 ~</td>
<td>3</td>
</tr>
<tr>
<td>Web Design Fundamentals</td>
<td></td>
</tr>
<tr>
<td>POS 355 ~</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Operating Systems</td>
<td></td>
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<tr>
<td>ENG 221 ~</td>
<td>3</td>
</tr>
<tr>
<td>Technical Writing Fundamentals</td>
<td></td>
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<tr>
<td>BSA 310 ~</td>
<td>3</td>
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<tr>
<td>Business Systems</td>
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<tr>
<td>BSA 375 ~</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Business Systems Development</td>
<td></td>
</tr>
<tr>
<td>CMGT 410 ~</td>
<td>3</td>
</tr>
<tr>
<td>Project Planning &amp; Implementation</td>
<td></td>
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<tr>
<td>DBM 380 ~</td>
<td>3</td>
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<tr>
<td>Database Concepts</td>
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</tr>
<tr>
<td>CMGT 400 ~</td>
<td>3</td>
</tr>
<tr>
<td>Intro to Information Assurance &amp; Security</td>
<td></td>
</tr>
<tr>
<td>NTC 362 ~</td>
<td>3</td>
</tr>
<tr>
<td>Fundamentals of Networking</td>
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</tr>
<tr>
<td>PRG 420 ~</td>
<td>3</td>
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<tr>
<td>Java Programming I</td>
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<td>MTH 221 ~</td>
<td>3</td>
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<tr>
<td>Discrete Math for IT</td>
<td></td>
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</tbody>
</table>

CMGT 445 ~ ................................................................................ 3 credits
Application Implementation

**Emphasis in Advanced Networking**

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

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>NTC 405 ~</td>
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</tr>
<tr>
<td>Telecommunications and Networking I</td>
<td></td>
</tr>
<tr>
<td>NTC 406 ~</td>
<td>3</td>
</tr>
<tr>
<td>Telecommunications and Networking II</td>
<td></td>
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<tr>
<td>NTC 409 ~</td>
<td>3</td>
</tr>
<tr>
<td>Telecommunications and Networking II</td>
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</tr>
<tr>
<td>NTC 411 ~</td>
<td>3</td>
</tr>
<tr>
<td>Global Network Architecture and Design</td>
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</tr>
<tr>
<td>NTC 415 ~</td>
<td>3</td>
</tr>
<tr>
<td>Network Integration Project</td>
<td></td>
</tr>
</tbody>
</table>

**Emphasis in Business Systems Analysis**

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

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>BSA 400 ~</td>
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<tr>
<td>Business Systems Development II</td>
<td></td>
</tr>
<tr>
<td>BSA 411 ~</td>
<td>3</td>
</tr>
<tr>
<td>Systems Analysis Methodologies</td>
<td></td>
</tr>
<tr>
<td>BSA 412 ~</td>
<td>3</td>
</tr>
<tr>
<td>Systems Analysis Tools</td>
<td></td>
</tr>
<tr>
<td>CMGT 413 ~</td>
<td>3</td>
</tr>
<tr>
<td>Application Acquisition &amp; Sourcing</td>
<td></td>
</tr>
</tbody>
</table>

**Emphasis in Information Management**

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

<table>
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<tr>
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<tbody>
<tr>
<td>IM 300 ~</td>
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</tr>
<tr>
<td>Data Organization Architecture</td>
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</tr>
<tr>
<td>IM 305 ~</td>
<td>3</td>
</tr>
<tr>
<td>Data Modeling</td>
<td></td>
</tr>
<tr>
<td>POS 410 ~</td>
<td>3</td>
</tr>
<tr>
<td>SQL for Business</td>
<td></td>
</tr>
<tr>
<td>DBM 384 ~</td>
<td>3</td>
</tr>
<tr>
<td>Special Purpose Databases</td>
<td></td>
</tr>
<tr>
<td>DBM 460 ~</td>
<td>3</td>
</tr>
<tr>
<td>Enterprise Database Management Systems</td>
<td></td>
</tr>
</tbody>
</table>
Emphasis in Information Systems Security

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

POS 420 ~ .......................................................... 3 credits
Introduction to UNIX
POS 421 ~ .......................................................... 3 credits
Windows Server Networking
CMGT 441 ~ ........................................................ 3 credits
Introduction to Information Systems Security Management
CMGT 442 ~ ........................................................ 3 credits
Information Systems Risk Management
CMGT 430 ~ ...................................................... 3 credits
Enterprise Security

Emphasis in Multimedia & Visual Communication

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

VCT 300 ~ .......................................................... 3 credits
Image Editing
VCT 320 ~ .......................................................... 3 credits
Electronic Publishing
VCT 410 .............................................................. 3 credits
Instructional Design
VCT 420 .............................................................. 3 credits
Multimedia Development
WEB 431 ~ .......................................................... 3 credits
XML

Emphasis 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

Emphasis in Web Development

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

VCT 300 ~ .......................................................... 3 credits
Image Editing
WEB 401 ~ .......................................................... 3 credits
Web Development
WEB 407 ~ .......................................................... 3 credits
Advanced Web Development

WEB 434 ~ .......................................................... 3 credits
Website Commercialization I
WEB 435 ~ .......................................................... 3 credits
Website Commercialization II

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 an emphasis 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 emphasis. Emphases 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)
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
(B Track must include COMM 218)
Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

**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 emphasis 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
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 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.

PRG 211 .................................................................3 credits
Introduction to Operating Systems
This course provides students with a basic understanding of operating system 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.

POS 355 .................................................................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.

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.

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.

DBM 380 .................................................................3 credits
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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.

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.

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.

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.
MTH 221 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 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.

GEN 300 Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school, and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

CHM 110 Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101 Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton’s laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves. Students will apply these principles using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

POL 215 The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

CMGT 445 State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.
Course Descriptions for the Emphasis in Advanced Networking

NTC 405 ......................................................... 3 credits

Telecommunications and Networking I
This course is designed to provide the fundamentals of basic telecommunications including an introduction to standards, organizations, and governing bodies, and concepts such as TCP/IP, modulation or demodulation, and terminology for telecommunications and computer networks. The basics of analog and digital circuits are analyzed. Complex digital equipment, such as multiplexers, is introduced. The course is completed with an overview and analysis of various network topologies and network operating systems explaining how the electronic concepts assist in network troubleshooting.

NTC 406 ......................................................... 3 credits

Telecommunications and Networking II
NTC 406 provides analysis of the seven levels of the OSI model as the basis for analysis and discussion of network protocols. Each level of the OSI model is analyzed in detail with the related theory being applied to specific applications in the industry.

NTC 409 ......................................................... 3 credits

Global Network Architecture and Design
This course addresses the fundamentals of network design and analysis with an emphasis on network traffic. The network design techniques necessary for LAN and WAN implementations are covered. The concept of service levels, the provisioning of and importance of service levels are analyzed.

NTC 411 ......................................................... 3 credits

Global Network Management, Support and Security
NTC 411 broadens network design and analysis to include global considerations for an enterprise network configuration. This course introduces the topic of overall end-to-end network management, the concepts and the available tools to the network designer. The development and management of the relationships between the enterprise and the WAN providers is discussed. Network security, Disaster Recovery, and Business Continuity planner is also addressed in this course.

NTC 415 ......................................................... 3 credits

Network Integration Project
The focus of this course is the application of network design and performance concepts. The design considerations for a global network, including LANs and WANs with both wired and wireless functionality will be applied. End-to-end performance criteria and service levels guarantees will examined as a part of network design project. Network capabilities to handle varying types of traffic from low speed data to large image files and streaming video and digital video will be explored.

Course Descriptions for the Emphasis in Information Management

BSA 410 ......................................................... 3 credits

Business Systems Development II
This course continues the subject matter of BSA/375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed on examining enterprise-level business systems.

BSA 411 ........................................................................ 3 credits

Systems Analysis Methodologies
This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems.

BSA 412 ........................................................................ 3 credits

Systems Analysis Tools
This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools – computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis.

CMGT 411 ........................................................................ 3 credits

Project Planning Management
This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within the realm of information technology. This course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, budgeting, scheduling, tracking, and controlling.

CMGT 413 ........................................................................ 3 credits

Application Acquisition and Sourcing
This course examines a number of alternatives to be considered when delivery of an information technology application is needed. The evaluation of alternatives such as build versus buy and in-sourcing or outsourcing are covered along with the considerations for testing and evaluation of information technology decisions. The primary components of a Request for Proposal (RFP) and a Statement of Work (SOW) are examined in this course.

Course Descriptions for the Emphasis in Information Management

IM 300 ........................................................................ 3 credits

Data Organization Architecture
This course provides an introduction to how data is architected and organized. It discusses the different data models used to store data, outlines several schemas that drive how data is structured, and provides other database concepts relating to the design and architecture of data.

IM 305 ........................................................................ 3 credits

Data Modeling
This course provides an in-depth look at several intermediate design and architecture concepts. The course covers the design method used in the creation of a relational database, the required steps to reengineer a database, and several tools and techniques used through the database design process.

POS 410 ........................................................................ 3 credits

SQL For Business
This course covers Structured Query Language (SQL) that provides a unified language that lets you query, manipulate, or control data in a business applications environment.

DBM 384 ........................................................................ 3 credits

Special Purpose Databases
This course examines the use of database technology in a variety of information technology applications. The use of text, multimedia, temporal, spatial, and mobile databases will be covered in this course.
DBM 460  Enterprise Database Management Systems  3 credits

This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

Course Descriptions for the Emphasis in Information Systems Security

POS 420  Introduction to UNIX  3 credits

This course is a survey of the UNIX® operations. The student will gain an understanding of the internal operations of the UNIX® system, which enables the user to make efficient use of files, file systems, and processes. Commands for efficient management of UNIX® system files, file systems and process, systems administration and security are also examined.

POS 421  Windows Server Networking  3 credits

This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.

CMGT 441  Introduction to Information Systems Security Management  3 credits

This course introduces security principles and management issues that IT professionals must consider. The course surveys current and emerging security practices and processes as they relate to: information systems, systems development, operating systems and programming, database development and management, networking and telecommunications, and the Internet.

CMGT 442  Information Systems Risk Management  3 credits

This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer-based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer-based information systems.

CMGT 430  Enterprise Security  3 credits

This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.

Course Descriptions for the Emphasis in Multimedia & Visual Communication

VCT 300  Electronic Publishing  3 credits

This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 410  Instructional Design  3 credits

This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboarding, design specifications, development, implementation and evaluation.

VCT 420  Multimedia Development  3 credits

This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

WEB 431  XML  3 credits

This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.

Course Descriptions for the Emphasis in Software Engineering

PRG 421  Java Programming II  3 credits

This course continues the subject in PRG 420, Java Programming I. Topics include designing complex applications and the use of date files.

BSA 385  Intro to Software Engineering  3 credits

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  Software Architecture  3 credits

This course is an integrating course in business application software engineering. Integration, migration, and maintenance of enterprise software systems, including legacy systems, are emphasized.
Web Development
This course covers topics such as designing dynamic web pages and an introduction to Java and Java applets. Emphasis is placed upon the appropriate use of web programming tools.
WEB 407 ...................................................................................3 credits

Advanced Web Development
This course focuses on existing and emerging Web development technologies. Topics include specialized Web markup languages, server-side backend databases, server-side programming, web services, enterprise Web development and Web applications.
WEB 431 ...................................................................................3 credits

XML
This course extends Web programming to include XML. An emphasis is placed upon the appropriate use of XML as a programming tool.
WEB 434 ...................................................................................3 credits

Website Commercialization I
This course builds upon a professional understanding of web design and development, emphasizing the trend towards website commercialization. Topics of this course include web-based interfaces, online supply chain management, eCommerce tools and techniques, branding, basic marketing strategies and Search Engine Optimization.
WEB 435 ...................................................................................3 credits

Website Commercialization II
This course explores the concept of website commercialization from the perspective of an advanced web developer. Students will focus on client security and server security, social networks, virtual worlds, m-commerce, non-traditional marketing strategies and customer service.

Associate of Arts in Information Technology/Cisco Networking (Maryland-On Line)

The following Associate of Arts in Information Technology/Cisco Networking (AAIT/CCNA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts in Information Technology with an emphasis in Cisco Networking offers coursework designed to help students acquire the knowledge to install, configure and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This degree program covers the body of knowledge for the Cisco® Certified Network Associate (CCNA®) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol internetworks using LAN and WAN interfaces.

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

Preferred Sequence and Requirements - A Track and B Track
CIS 207 ~ ..............................................................3 credits
Information Systems Fundamentals
CMGT 245~ ..............................................................3 credits
IS Security Concepts
CIT 245 ~ ..............................................................3 credits
Local Area Networking Fundamentals
CIT 249 ~ ..............................................................3 credits
Wide Area Network Environment
CIT 274 ~ ..............................................................3 credits
Routing and Switching Implementations
CIT 276 ~ ..............................................................3 credits
Routing and Switching Management

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

Additional Admission Requirements for the AAIT/CCNA
All applicants are expected to meet the following admissions requirements:
• Applicants must be at least 16 years of age at the time of application.
• 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 AAIT/CCNA
• Completion of a minimum of 60 credits.
• A minimum grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their degree program.
• All undergraduate students are required to complete the minimum general education credits required by their program version.
• The diploma awarded for this program will read as follows: Associate of Arts

General Education Requirements for the AAIT/CCNA
The General Education requirements for this program are the following:
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)
Mathematics Requirement 6 credits
(Must include MTH 209, equivalent, or higher)
Science & Technology Requirement 6 credits
(B Track must include: SCI 163)

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 3 credits
(A Track must include: GEN 200)
(B Track must include: GEN 195)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 120 and COMM 218)

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

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the AAIT/CCNA
• 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 emphasis 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.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take 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.

Residency Requirements and Course Waivers for the AAIT/ CCNA
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 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 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver 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 years from current program enrollment agreement sign date with a grade of "C" (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the required course of study may not be waived: GEN 200, GEN 195.
Course Descriptions for the AAIT/CCNA

CIS 207 ................................................................. 3 credits

Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.

CMGT 245 ............................................................. 3 credits

IS Security Concepts
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.

CIT 245 ............................................................. 3 credits

Local Area Networking Fundamentals
This course addresses the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.

CIT 249 ............................................................. 3 credits

Wide Area Network Environment
This course provides students with the knowledge and skills necessary to implement and support a small to medium size network using wide area networking technologies. This course covers wide area networks (WAN), network environment management, small network implementation, and medium sized switched network construction. It includes enabling the internet connection, router startup and configuration, and securing the expanded network.

CIT 274 ............................................................. 3 credits

Routing and Switching Implementations
This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Instruction covers constructing medium-sized routed networks, implementing Single-Area Open Shortest Path First (OSPF) routing protocol, Enhanced Interior Gateway Routing Protocol (EIGRP), and applying Access Control Lists (ACLs). It includes a review of routing operations and implementing Variable Length Subnet Masking (VLSM).

CIT 276 ............................................................. 3 credits

Routing and Switching Management
This course provides the knowledge and skills necessary for routing and switching management. The course covers address space management and local area network (LAN) extension into a wide area network (WAN). This includes network address translation (NAT) and port address translation (PAT), virtual private network (VPN) solutions and frame relay connectivity.

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.

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.

MTH 209 .......................................................... 3 credits

College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

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.

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.
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 300 ................................................................. 3 credits

Skills for Lifelong Learning

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.

GEN 195 ................................................................. 3 credits

Foundations of University Studies

The essential information, skills, tools, and techniques necessary for academic success and personal effectiveness at the University of Phoenix are introduced in this course. The course develops and applies practical knowledge and skills immediately relevant to first-year university students. Course topics include goal setting and working with personal motivation, understanding and using University resources, developing efficient study habits, making the most of personal learning styles, and how best to manage time and reduce personal stress levels.

GEN 200 ................................................................. 3 credits

FP 120 ................................................................. 3 credits

Essentials of Personal Finance

This course covers the body of knowledge for the Cisco® Certified Network Associate (CCNA) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol internetworks using LAN and WAN interfaces. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence and Requirements - A Track and B Track

The Associate of Arts in Information Technology with a concentration in Cisco Networking offers coursework designed to help students acquire the knowledge to install, configure, and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This degree program covers the body of knowledge for the Cisco® Certified Network Associate (CCNA) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol internetworks using LAN and WAN interfaces.

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

CMGT 245~ ................................................................. 3 credits

Cisco Networking Fundamentals

The following Associate of Arts in Information Technology/Cisco Networking program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

Local Area Networking Fundamentals

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

Preferred Sequence and Requirements - A Track and B Track

CIS 207~ ................................................................. 3 credits

Information Systems Fundamentals

The following Associate of Arts in Information Technology/Cisco Networking program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

IS Security Concepts

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

CIT 245~ ................................................................. 3 credits

Routing and Switching Implementations

The following Associate of Arts in Information Technology/Cisco Networking program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

CIT 249~ ................................................................. 3 credits

Routing and Switching Implementations

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

CMGT 245~ ................................................................. 3 credits

Cisco Networking Fundamentals

The following Associate of Arts in Information Technology/Cisco Networking program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

Additional Admission Requirements for the AAIT/CCNA

All applicants are expected to meet the following admissions requirements:

• Applicants must be at least 16 years of age at the time of application.

• 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.

• South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
• The diploma awarded for this program will read as follows:

• All undergraduate students are required to complete the minimum number of credits required by their degree program.

• A minimum grade point average (GPA) of 2.0 is required.

Degree Requirements for the AAIT/CCNA
• Applicants (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.

• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• Applicants (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.

General Education Requirements for the AAIT/CCNA
The General Education requirements for this program are the following:

Communication Arts Requirement 6 credits
(A Track must include: COMM 215, equivalent, or higher and COMM 218)

(B Track must include: COMM 215, equivalent, or higher and COMM 218)

Mathematics Requirement 6 credits
(Must include MTH 209, equivalent, or higher)

Science & Technology Requirement 6 credits
(B Track must include: SCI 163)

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 3 credits
(A Track must include: GEN 200)

(B Track must include: GEN 195)

Interdisciplinary Requirement 9 credits
(B Track must include: FP 120 and COMM 218)

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

Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.

Academic Progression Requirements for the AAIT/CCNA
• 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, will be enrolled in the A Track, 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.
Residency Requirements and Course Waivers for the AAIT/CCNA

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 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 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver 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 years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the required course of study may not be waived: GEN 200, GEN 195.

Course Descriptions for the AAIT/CCNA

CIS 207 ..................................................................................... 3 credits
Information Systems Fundamentals
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet.
CMGT 245 ..................................................................................... 3 credits
IS Security Concepts
This course introduces general concepts of information systems security. Content includes governmental views, positions and processes of national security. Coursework explores other concepts, including contingency and business resumption planning, backup schemes and implementation strategies, as well as various types of invasive actions and prevention measures.
CIT 245 ..................................................................................... 3 credits
Local Area Networking Fundamentals
This course addresses the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.

CIT 249 ..................................................................................... 3 credits
Wide Area Network Environment
This course provides students with the knowledge and skills necessary to implement and support a small to medium size network using wide area networking technologies. This course covers wide area networks (WAN) connections, network environment management, small network implementation, and medium sized switched network construction. It includes enabling the internet connection, router startup and configuration, and securing the expanded network.
CIT 274 ..................................................................................... 3 credits
Routing and Switching Implementations
This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Instruction covers constructing medium-sized routed networks, implementing Single-Area Open Shortest Path First (OSPF) routing protocol, Enhanced Interior Gateway Routing Protocol (EIGRP), and applying Access Control Lists (ACLs). It includes a review of routing operations and implementing Variable Length Subnet Masking (VLSM).
CIT 276 ..................................................................................... 3 credits
Routing and Switching Management
This course provides the knowledge and skills necessary for routing and switching management. The course covers address space management and local area network (LAN) extension into a wide area network (WAN). This includes network address translation (NAT) and port address translation (PAT), virtual private network (VPN) solutions and frame relay connectivity.
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.
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.
MTH 209 ................................................................. 3 credits
College Mathematics II
This course continues the demonstration and examination of various basic algebra concepts that was begun in MTH 208: College Mathematics I. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

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.

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.

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.

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 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. 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.

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 these 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.

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.
Associate Programs Pathways Program

Non-degree seeking students are permitted to take courses if admitted into the Pathways Program. The Pathways Program is designed for current high school juniors and seniors seeking to earn college credits while still enrolled in secondary schools. Pathways students may earn a maximum of 12 credits at the University of Phoenix. Non-degree students are not eligible to receive most types of financial aid or veterans benefits and must demonstrate English proficiency, if applicable, to be eligible for course enrollment. The Pathways Program admissions process must be completed before enrollment in any courses.

Admission into the Pathways program requires:

- Pathways Non-degree Application
- High School Junior or Senior Standing
- Pathways students must meet all prerequisite requirements for the program in which the courses are included. Students must also meet all admission requirements, with the exception of the HS diploma or equivalent
- Parent or guardian consent
- $25 application fee

Before proceeding beyond 12 credits, Pathways program students must submit a University of Phoenix degree seeking application for admission, possess a high school diploma (or equivalent), and be granted acceptance to the University of Phoenix. Pathways students who want to earn more than 12 credits will be deemed degree seeking and be required to submit an application for admission to a University of Phoenix degree program.

Note: The Pathways Program is not available in all states. Please consult an enrollment counselor to determine if residents of a specific state are eligible for this program.
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The College of Nursing offers both undergraduate and graduate (see the graduate section of this catalog) degrees to prepare students to expand their career options in the dynamic and rapidly changing health care environment.

Undergraduate Programs
- LP/VN to Bachelor of Science in Nursing
- RN to Bachelor of Science in Nursing

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

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

Nursing

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

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

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

International Nursing Honor Society

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

Omicron Delta is the Sigma Theta Tau chapter of the University of Phoenix, College of Nursing members. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurses leaders who demonstrate exceptional achievement in nursing. The undergraduate student must have at least a 3.0 grade point average on a 4.0 scale, be in the upper 35 percent of his/her graduating class, have completed at least one-half of the nursing curriculum to qualify for membership and meet the expectation of academic integrity. The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

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

Omicron Delta has close to 5,000 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicrondelta.net.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a “for-cause” 10 panel, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
• Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.

• Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.

• Impaired means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.

• Substance abuse means:
  • the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University or affiliated clinical site premises or while participating in any University (or affiliated clinical site) sponsored or related activity, including any nursing-related course or clinical training activity.
  • a nursing student’s use of alcohol or any drug in such a way that the student’s performance in any nursing course, including activities at any clinical site, is impaired.

• Prior to being assigned to a clinical placement and as a prerequisite for placement at any agency or health care facility the nursing student shall sign an agreement:
  • to abide by the drug policies and drug testing policies of the University and each agency or health care facility in which a student is assigned as applicable,
  • to submit to any “for cause” drug testing required by the University and testing required by each agency or health care facility the nursing student obtains clinical hours, and
  • to release a copy of any and all drug test results to the University of Phoenix, Dean/Associate Dean of Nursing, other appropriate University officials, and to any State Board(s) of Nursing in which the student holds a nursing license or certificate, where required by the relevant State Board(s) of Nursing.

Failure to sign such agreement is grounds for refusal for student admission and progression in the program.

• The College of Nursing requires students to obtain a 10 panel, plus alcohol drug test if the student’s behavior in the clinical, classroom or laboratory setting creates facts that give rise to a reasonable suspicion of substance abuse, or indicates they are impaired by alcohol or drugs.

• If the results of the 10 panel, plus alcohol drug test is negative for alcohol or illegal drugs:
  • The student shall meet with their Campus College Chair, Director of Nursing, or NP Program Manager within 24 hours or by the first business day following the test results to discuss the circumstances surrounding suspected behavior.
  • The Campus College Chair, Director of Nursing, or NP Program Manager will counsel the student regarding return to the classroom and clinical agency. The preliminary investigation will cease and the student will be released from further action at that time.
  • The Campus College Chair, Director of Nursing, or NP Program Manager will arrange for the student to make up the missed clinical hours.

• If the results of the 10 panel, plus alcohol drug test is positive for alcohol or illegal drugs:
  • A full review by the Office of Dispute Management and Apollo Ethics and Compliance shall be conducted. Students who test positive for alcohol or illegal drugs will not be permitted to return to any clinical setting pending conclusion of the review. The findings may result in student dismissal from the nursing program and expulsion from the University.
  • The results of the positive test for alcohol or illegal drugs shall be reported to the applicable State Board(s) of Nursing, if required by the applicable State Board(s), by the Campus College Chair, Director of Nursing, or NP Program Manager.

• If the results of the 10 panel, plus alcohol drug test(s) are positive for a prescribed drug(s) but not those that would be defined as illegal in the definitions above:
  • The student shall, within three (3) business days, obtain a written statement from their treating licensed health care provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
    • the drug level is within prescribed limits.
    • the level does not indicate abuse.
    • the student’s use of the drug as prescribed will not interfere with safe practice in the clinical area.

This statement must be provided to the Campus College Chair, Director of Nursing, or NP Program Manager. If the statement is approved, then the test result will be deemed acceptable and not failed for these purposes.

• The failure of a student to provide the above statement or a health care provider’s inability to provide a statement meeting the requirements above shall be treated as a positive test for an illegal drug.
Students who refuse to submit to a "for-cause" drug test will not be allowed to return to any clinical setting pending completion of a full review by the Office of Dispute Management and Apollo Ethics and Compliance. The findings may result in dismissal from the nursing program and expulsion from the University. The results of a positive test for illegal drugs as defined herein or a refusal to undergo a required drug test will be reported to the applicable State Board of Nursing where required by the applicable State Board(s) of Nursing’s statute(s) or regulation(s).

Students must also adhere to any other additional policies prescribed by the clinical agency. It is the sole responsibility of the student to read and acknowledge the requirements of the clinical health care facility in addition to University policy.

All costs associated with the drug test, including any transportation costs to or from the drug testing facility, will be the responsibility of the student.

University of Phoenix, College of Nursing, campus officials may be required to report all failed drug tests to each State Board of Nursing in which the student holds a nursing license or certificate. Campus officials shall report test results to all applicable State Boards of Nursing as described in the applicable Board’s statutes and/or regulations.

Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Nursing (BSN), accredited by the Commission of Collegiate Nursing Education (CCNE)*, is a program designed to develop the professional knowledge and skills of registered nurses. The curriculum builds on a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse. This baccalaureate program includes behavioral objectives that concentrate on the development of the nurse’s role as caregiver, teacher, and leader. Utilizing human caring as a framework, registered nurses are prepared as generalists who are able to apply critical thinking, progressional skills, and knowledge to client outcomes and health care systems. The Bachelor of Science in Nursing degree program has a 41-credit required course of study and a 6-credit elective requirement. The required course of study includes a capstone course that synthesizes baccalaureate outcomes. The required course of study fulfills only part of the 120-minimum-credit requirement for degree completion. * For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036-1120; (202) 887-6791.

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

Required Course of Study for the BSN

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 301</td>
<td>Undergraduate Nursing Studies</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 391</td>
<td>Professional Nursing Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 350</td>
<td>Health Care Communication</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 403</td>
<td>Theories and Models of Nursing Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 427</td>
<td>Health and Chronic Disease Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 440</td>
<td>Health Assessment and Promotion for Vulnerable Population</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 438</td>
<td>Statistical Applications</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 443</td>
<td>Evidence-Based Nursing Research and Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 405</td>
<td>Health Communities: Theory and Practice (50 Clinical hours)</td>
<td>4 credits</td>
</tr>
<tr>
<td>NUR 408</td>
<td>Epidemiology: Global and Public Health (50 Clinical hours)</td>
<td>4 credits</td>
</tr>
<tr>
<td>HCS 478</td>
<td>Health Law and Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 482</td>
<td>Health Care Informatics</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 492</td>
<td>Senior Practicum: Leadership and Management</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Additional Admission Requirements for the BSN

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School Transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Current employment is not a requirement for admission.
• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.
• Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the BSN
• Completion of a minimum of 120 credits that include the following:
  • A minimum of 47 upper division credits.
  • A maximum of 73 lower division credits
  • A minimum program grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their degree program.

University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.

Additional Academic Progression Requirements for the BSN
• All students enrolling in the BSN program will take HCS 301 as their first course.
• Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
• Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program, may not enroll in any further courses.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.
• A clinical course may not be taken concurrently with any other course.
• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the BSN
Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of “C” (2.0) in specific nursing and clinical courses. Students who fail to receive a minimum grade of “C” in any of the specified courses will be scholastically disqualified from the University. (“C-” is not acceptable). These courses include: NUR 391, NUR 403, NUR 405, NUR 408, NUR 420, NUR 440, NUR 443, NUR 492

Students who have been scholastically disqualifed will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
Residency Requirements and Course Waivers for the BSN

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 29 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order 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 for a student 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 approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the last five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level 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 for a student 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 approved nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
- The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

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

General Education Requirements for the BSN

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

- Communication Arts, 6 credits
  (Puerto Rico students may not use conversational English to satisfy Communication Arts)
  (Oregon campus students must use writing courses to complete the 6 credits of Communication Arts)
  (Nevada students must complete three (3) credits in Nevada Constitution)

- Interdisciplinary Requirements, 12 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.

- Interdisciplinary Requirements, 18 credits
  (Must include MTH 220)
  Natural/Physical Sciences, 12 credits
  (Must include NSCI 280 and NSCI 281)
  Humanities, 9 credits
  Social Science, 6 credits

- Interdisciplinary Requirements, 12 credits
  (Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content)

Undergraduate Nursing Studies

The course is designed to aid adult learners in acquiring or improving critical thinking, teamwork, research, and communication skills, which are necessary at the University of Phoenix. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development. Students will also be introduced to the University library and the Center for Writing Excellence and learn how to access those resources successfully.
NUR 391 .................................................................3 credits

Professional Nursing Practice
This course focuses on the professional role and discipline of nursing. Students will examine the image of nursing and develop strategies for improvement. Standards of professional practice will be discussed in relation to the profession, role, and value behavior.

HCS 350 .................................................................3 credits

Health Care Communication
This course will focus on professional communication related to the role of the registered nurse. This course is designed to explore the knowledge and skills required to communicate therapeutically with clients and communicate effectively with other professionals of a health care team. The art of delegation will be examined.

NUR 403 .................................................................3 credits

Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson's Theory of Human Caring.

NUR 427 .................................................................3 credits

Health and Chronic Disease Management
This course focuses on pathophysiology, principles of motivation, learning theories, and their application to disease processes. A review of diseases from a systems approach will be stressed along with discussions regarding the impact of diversity, delivery of patient education, complementary and alternative therapies, and community resources.

NUR 440 .................................................................3 credits

Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

HCS 438 .................................................................3 credits

Statistical Applications
The emphasis in this statistical application's course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.

NUR 443 .................................................................3 credits

Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 408 .................................................................4 credits

Health Communities: Theory and Practice
This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored through concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

NUR 408 .................................................................4 credits

Epidemiology: Global and Public Health
Epidemiology provides the basis for significant public and global health decisions. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease and identify its frequency, distribution, and cause. This course contains 50 hours of clinical experience.

HCS 478 .................................................................3 credits

Health Law and Ethics
The legal and ethical aspects of the nurse's role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, client, and health care providers.

HCS 482 .................................................................3 credits

Health Care Informatics
This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.

NUR 492 .................................................................4 credits

Senior Practicum: Leadership and Management
This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.

MTH 220 .................................................................3 credits

College Algebra
This course presents traditional concepts in college algebra. Topics include linear, polynomial, rational, exponential and logarithmic functions, systems of equations, sequences, series, and probability.
Bachelor of Science in Nursing/International

The following Bachelor of Science in Nursing/International (BSN/I) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 RN to BSN/International program is intended for Registered Nurses living outside the US and not considered US residents, and will not prepare nurses for licensure in the United States. The Bachelor of Science in Nursing is an accredited program designed to develop the professional knowledge and skills of working registered nurses. The curriculum is built upon a foundation of biological, physical, and social sciences, which contribute to the science of nursing. The liberal arts components enhance the development of the intellectual, social, and cultural aspects of the professional nurse.

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

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

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State and Local Political Processes
This course is designed to introduce students to state and local government structures and processes. Government and business relationships are particularly emphasized. Opportunities are provided for students to observe and interact with state and local government officials and groups and to debate public policy issues in a local or state government meeting setting.

Anatomy and Physiology I
Anatomy and Physiology I is the first of a two-course sequence examining the terminology, structure, function, and interdependence of the human body systems. This course includes a study of the cells, chemistry, tissues, integumentary, skeletal, muscular, nervous, and endocrine systems. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge from the classroom to online experiments and critical thinking application exercises.

Anatomy and Physiology II
Anatomy and Physiology II is the second in a two course sequence examining the terminology, structure, function, and interdependence of systems within the human body. This course includes a study of circulatory, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Discussion includes the application of nutrition, fluid, electrolyte and acid base balance, and genetics as applicable to the weekly course content. In conjunction with the classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge learned regarding the systems through online experiments and critical thinking application exercises.

HIS 145 ..................................................................................... 3 credits

The American Experience Since 1945
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today's ever-changing world. This course aims to supply the tools for understanding contemporary political, social, cultural, and economic problems in the U.S. by applying an historical perspective to analyze contemporary issues.

POL 215 .................................................................................... 3 credits

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

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

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Bachelor of Science in Nursing/International

The following Bachelor of Science in Nursing/International (BSN/I) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.
HCS 482 ~ ...................................................................................... 3 credits
   Health Care Informatics
NUR 492 ~ ........................................................................................... 4 credits
   Senior Practicum: Leadership and Management

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

Additional Admission Requirements for the BSN/I

- Applicants must be residents outside of the continental United States, Alaska, Hawaii or approved US Territories. Applicants residing in the Commonwealth of Puerto Rico must enroll in the International version. Program will be offered only through the Online Campus.
- Students residing in Canada must enroll in International version, unless they have a valid, unrestricted, unencumbered RN license from the United States.
- All Canadian students must complete the Canadian License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
- All students, with the exception of students residing in Canada, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- Nurses with a Puerto Rico License must obtain US licensure for RN equivalency.
- CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.
- A signed Foreign Nursing Memo of Understanding.

Degree Requirements for the BSN/I

- Completion of a minimum of 120 credits that include the following distribution:
  - A minimum of 47 upper division credits.
  - A maximum of 73 lower division credits.
  - A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their degree program.
- University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.

Academic Progression Requirements for the BSN/I

- All students enrolling in the BSN program will take HCS 301 as their first course.
- Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program may not enroll in any further NUR courses and may only complete non-nursing and elective coursework until their license restrictions have been removed and validated.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
- Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program, may not enroll in any further courses.
- A clinical course may not be taken concurrently with any other course.

Minimum Grade Requirements for the BSN/I

- Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of "C" (2.0) in specific nursing and clinical courses. Students who fail to receive a minimum grade of "C" in any of the specified courses will be scholastically disqualified from the University. ("C-" is not acceptable). These courses include: NUR 391, NUR 403, NUR 405, NUR 408, NUR 440, NUR 443, NUR 492.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat a clinical course only one time. If the student does not receive a "C" or better on the second attempt, the student will be permanently withdrawn from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN/I

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 29 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
• The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
• The course must be approved through the articulation agreement and must be comparable in content and credits to the University course it is replacing.

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

General Education Requirements for the BSN/I
A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
Communication Arts, 6 credits
(Puerto Rico students may not use conversational English to satisfy Communication Arts.)
Mathematics, 6 credits
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Interdisciplinary Requirements, 18 credits
Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

Course Descriptions for the BSN/I
HCS 301 ................................................................................... 2 credits

Undergraduate Nursing Studies
The course is designed to aid adult learners in acquiring or improving critical thinking, teamwork, research, and communication skills, which are necessary at the University of Phoenix. Students will develop strategies for achieving educational goals that will help them be successful in the undergraduate program as well as in their professional development. Students will also be introduced to the University library and the Center for Writing Excellence and learn how to access those resources successfully.
NUR 391 ................................................................................... 3 credits

Professional Nursing Practice
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HCS 350 ................................................................................... 3 credits

Health Care Communication
This course will focus on professional communication related to the role of the registered nurse. This course is designed to explore the knowledge and skills required to communicate therapeutically with clients and communicate effectively with other professionals of a health care team. The art of delegation will be examined.
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NUR 427 ................................................................................... 3 credits

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Statistical Applications
The emphasis in this statistical application’s course is on thinking about research issues in a statistically sound and practical fashion. Students will learn how to formulate and ask the right questions, how to collect data effectively, how to summarize and interpret information, and how to understand the limitations of statistical inferences.
NUR 443 ................................................................................... 3 credits

Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.
NUR 405 ................................................................................... 4 credits

Health Communities: Theory and Practice
This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored through concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.
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HCS 478.................................................................3 credits

Health Law and Ethics
The legal and ethical aspects of the nurse’s role in the delivery and management of health care are examined in this course. This course will introduce ethical responsibilities and decision making models related to various health care situations while exploring legal accountability to the individual, client, and health care providers.

HCS 482.................................................................3 credits

Health Care Informatics
This course is designed to examine computer and electronic modalities that assist patient and client management. The automation of data management through information systems, expert systems, and telecommunications will be examined in the context of health care informatics. The use of technology to help make decisions and to improve the health status of the individual, family, and community will be emphasized.

NUR 492 .............................................................4 credits

Senior Practicum: Leadership and Management
This course will provide the student the opportunity to synthesize previous knowledge and skills in a supervised practicum experience with the guidance and approval of the faculty. The final project will integrate the academic and practical knowledge the students have acquired in their program. This course contains 25 hours of clinical experience.

State of California Public Health Nursing Certificate

The State of California has reviewed the University of Phoenix BSN course requirements and has determined that students entering the program after March 1, 1989 meet the state’s standards for Public Health Nursing certification. Those University of Phoenix students who have successfully completed their degree program are eligible to apply for the California PHN Certificate.
The College of Education is within the School of Education, Health and Human Services and offers graduate and undergraduate level degree programs. The Bachelor of Science in Education/Elementary (BSEd/E) program is a degree program leading to teacher licensure that provides students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. The coursework, field experience, and student teaching are designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

**Admission Requirements for University of Phoenix**

All applicants are expected to meet the following admission requirements:

- Applicants whose native language is not English must have either:
  - Achieved a minimum score of 213 on the computer-based 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 English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 75 on the Berlitz Online Test of Reading and Listening Skills - English or a minimum score of 850 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 (CCÉL), International Language Schools of Canada (ILSC) or Kaplan.
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED administered in English.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
  - Applicants who reside in the United States must meet one of the following requirements:
    - 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.
- 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).
- 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. Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.
  - Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.
  - Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.
- Students residing in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to University Services.
• Full-time students enrolled at a public or private institution of
higher learning in New Jersey are required by law to maintain
health insurance coverage, either through a school sponsored
health insurance plan, or an alternate plan with comparable
coverage. All students attending a local campus in New Jersey
must complete the Student Health Insurance Election form
indicating either that they have either enrolled in the
University’s sponsored plan or that they decline participation in the
University sponsored plan as they have comparable health
insurance coverage. Students must complete and submit this
form prior to enrolling in any class. Students who do not
maintain health insurance coverage throughout the period of
enrollment or who do not complete the Health Insurance
Election Form each calendar year may not enroll in further
courses until the Health Insurance Election Form has been
completed, verifying the student has appropriate health
insurance coverage in compliance with state law.

• Full and part-time students enrolled in a college, university or
other institution of higher learning in Massachusetts must
participate in a school sponsored health insurance plan, or an
alternate plan with comparable coverage. All full and part-time
students attending a Massachusetts local campus must complete
the Student Health Insurance Plan Enrollment/ Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

**Exemptions from the MMR immunization requirement may be granted for the following reasons:**

- A medical exemption may be granted to specific vaccines.
  - A U.S. licensed physician (M.D. or D.O.) must state in
    writing that giving a specific vaccine would endanger the
    student’s life or health, and specify the reason based on
    valid medical contraindications.
  - The physician must state the length of time during which the
    vaccine would endanger the student’s health or life.
  - The exemption certification must be signed by the physician
    on the physician’s printed stationery.
  - A religious exemption may be granted if the student signs a
    statement certifying that the student’s religious beliefs prohibit
    the practice of immunization.

- If the State of Hawaii Director of Health determines that there is
  a danger of an outbreak from any of the diseases for which
  immunization is required, no exemption shall be recognized
  and inadequately immunized students shall be excluded from
  school until the Director has determined that the outbreak is
  over.

- A copy of each exemption must be kept in the student's health
  record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

**Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:**

- The student was born before January 1, 1957 (applicable to MMR vaccine only).
- The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
- The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
- The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
- The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
- The student has submitted a statement that immunization is contrary to his/her religious beliefs.
- The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.
Associate of Arts/Concentration in Elementary Education

The following Associate of Arts/Concentration in Elementary Education (AAEE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Associate of Arts Degree in Elementary Education addresses major topics that impact instruction; such as the historical and philosophical contexts for contemporary educational; contemporary issues in education; diversity in the classroom; and the exceptional learner. Students are required to apply writing and problem-solving skills to evaluate topics covered. Evaluation occurs through a variety of methods including written assignments, discussion, and debate. Students will communicate effectively in informal, formal, and quantitative contexts and will be conversant with the values and terminology of the field. This degree lays a foundation for transition into Bachelor of Science in Elementary Education program at the University of Phoenix.

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/aaee.

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

Concentration in Elementary Education

AED 200 ~.......................................................... 3 credits  
Contemporary Issues in American Education
AED 201 ~.......................................................... 3 credits  
Teaching as a Profession
AED 204 ~.......................................................... 3 credits  
Diversity in the Classroom
AED 222 ~.......................................................... 3 credits  
Intro to the Exceptional Learner
MTH 156 ~.......................................................... 3 credits  
Math For Elementary Teachers I
MTH 157 ~.......................................................... 3 credits  
Math For Elementary Teachers II

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

Additional Admission Requirements for AAEE

- Applicants must be at least 16 years of age at the time of application.
- 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.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

General Education Requirements for the AAEE

Communication Arts Requirement 6 credits
(Must include ENG 101, ENG 102 or equivalent)
Mathematics Requirement 6 credits
Science & Technology Requirement 11 credits
(Must include BIO 100, CIS 105, GLG 101)
Social Science Requirement 6 credits
(Must include POS 110 and 3 credits chosen from the following: HIS 115, HIS 125, HIS 135)
Humanities Requirement 6 credits
(Must include ART 101 and HUM 205)
Additional Liberal Arts Requirement 3 credits
(Must include GEN 105)
Interdisciplinary Requirement 6 credits
Concentration 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.

Degree Requirements for the AAEE

The degree requirements for this program are the following:
- Completion of a minimum of 62 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of "D-" or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total.
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAEE

With the exception of GEN 105, course requirements may be satisfied by any of the following means:
- University of Phoenix coursework,
- Regionally or nationally accredited coursework (C- or higher grade),
- National Testing Programs, and
- ACE evaluated Military credits.
• Students in the EE concentration must take GEN 105 Skills for Learning in an Information Age as one of the courses in the first block. All other general education requirements may be met with equivalent units based on University transfer requirements and qualifications.
• 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.
• Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the concentration and cannot count toward General Education totals.

Residency Requirements for the AAEE
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education courses must be completed at University of Phoenix.

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

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years from current program enrollment agreement sign date with a grade of "C" (2.0) or better (five years for information technology courses).
• 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 AAEE
AED 200 ................................................................. 3 credits
Contemporary Issues in American Education
This course provides an overview of the teaching profession. It introduces the student to the various issues affecting teachers. Its primary focus will be on contemporary issues teachers and educators face in today’s schools. Throughout the course, all aspects of the teaching profession will be incorporated from the diversity of students in the classroom, to school organization and governance, to teaching philosophies and instruction. This course provides a foundation for understanding the education profession.

AED 201 ................................................................. 3 credits
Teaching as a Profession
AED 201 introduces the common issues education professionals face in their field. In addition to discussing the professional foundations of teaching, students examine and discuss issues related to the needs, rights, and responsibilities of diverse learners in a changing society. This course also addresses governance and legal issues in the education system.

AED 204 ................................................................. 3 credits
Diversity in the Classroom
AED 204 focuses on developing understanding of cultural diversity concepts in education, as well as on developing understanding of implications for learning and instruction. Students read about and discuss issues related to educational equity and multiculturalism. Students connect these perspectives to instructional strategies that may be used in the classroom.

AED 222 ................................................................. 3 credits
Intro to the Exceptional Learner
This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students.

MTH 156 ................................................................. 3 credits
Math For Elementary Teachers I
This course is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.

MTH 157 ................................................................. 3 credits
Math for Elementary Teachers II
This course is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.

ENG 101 ................................................................. 3 credits
Effective Essay Writing
Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

ENG 102 ................................................................. 3 credits
Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.
BIO 100 .......................................................................................... 4 credits
Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.

CIS 105 .......................................................................................... 3 credits
Survey of Computer Information Systems
This course presents an overview of the various technologies imbedded in every aspect of society. Students gain a basic understanding of how a computer functions as a single unit, in a network, and as a connection to the Internet. Other topics include security issues and the use of productivity software, such as word processing, spreadsheets, and presentation applications. The course also addresses social and ethical issues related to using computers.

GLG 101 .......................................................................................... 4 credits
Introduction to Geology + Lab
This course gives an overview of physical geology by introducing concepts such as plate tectonics and geologic time. Students gain familiarity with the processes that shape the earth’s surface and recognize the relevance of studying geology. Topics include the rock cycle, weathering, formation of geological features, and preservation of geological resources. This course includes a lab.

HIS 115 .......................................................................................... 3 credits
American National Government
This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes such as the nature and scope of governance, democracy, and patterns of political behavior.

HIS 125 .......................................................................................... 3 credits
US History to 1865
This course surveys social, political, and economic events that shaped the United States from its first inhabitants to 1865. Students delve into historical events in North American history ranging from Spanish and English colonization to the fight for an individual, American independence, culture, and government, to the Civil War. This course equips students with a general understanding of important early historical events that have played a role in our current social, political, and economic environment.

HUM 205 .......................................................................................... 3 credits
World Culture and the Arts
Culture and the arts play a complex role in enriching the human experience. This course will analyze the social role of the arts in the early civilizations through the present day. Learners will explore the key contributions in visual art, architecture, literature, and music of the civilizations presented in this course. In particular, learners will construct a virtual museum comprised of various artifacts representing several cultures.

ART 101 .......................................................................................... 3 credits
Introduction to Art
This course introduces students to the elements and principles of art as well as the creation of various media, such as painting, sculpture, architecture, design, photography, and the decorative arts. Students apply techniques for viewing art critically to build an appreciation of various art forms. Themes within the course include contemporary topics in the arts, cultural diversity in the arts, and the arts in a historical context.

HUM 205 .......................................................................................... 3 credits
Skills for Learning in an Information Age
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today’s society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
Associate of Arts/Emphasis in Elementary Education (Maryland-Online)

The following Associate of Arts/Emphasis in Elementary Education (AAEE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and emphases 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 Associate of Arts Degree in Elementary Education addresses major topics that impact instruction; such as the historical and philosophical contexts for contemporary educational; contemporary issues in education; diversity in the classroom; and the exceptional learner. Students are required to apply writing and problem-solving skills to evaluate topics covered. Evaluation occurs through a variety of methods including written assignments, discussion, and debate. Students will communicate effectively in informal, formal, and quantitative contexts and will be conversant with the values and terminology of the field. This degree lays a foundation for transition into Bachelor of Science in Elementary Education program at the University of Phoenix.

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/aaee.

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

**Emphasis in Elementary Education**

**AED 200 ~** Contemporary Issues in American Education 3 credits

**AED 201 ~** Teaching as a Profession 3 credits

**AED 204 ~** Diversity in the Classroom 3 credits

**AED 222 ~** Intro to the Exceptional Learner 3 credits

**MTH 156 ~** Math For Elementary Teachers I 3 credits

**MTH 157 ~** Math For Elementary Teachers II 3 credits

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

**Additional Admission Requirements for AAEE**

- Applicants must be at least 16 years of age at the time of application.
- 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 AAEE**

**Communication Arts Requirement** 6 credits

(Must include ENG 101, ENG 102 or equivalent)

**Mathematics Requirement** 6 credits

**Science & Technology Requirement** 11 credits

(Must include BIO 100, CIS 105, GLG 101)

**Social Science Requirement** 6 credits

(Must include POS 110 and 3 credits chosen from the following: HIS 115, HIS 125, HIS 135)

**Humanities Requirement** 6 credits

(Must include ART 101 and HUM 205)

**Additional Liberal Arts Requirement** 3 credits

(Must include GEN 105)

**Interdisciplinary Requirement** 6 credits

**Emphasis** 18 credits

Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total

**Degree Requirements for the AAEE**

The degree requirements for this program are the following:

- Completion of a minimum of 62 credits.
- All undergraduate students are required to complete the minimum general education credits required by their program version.
- Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
- Students transferring from Western International University to any University of Phoenix undergraduate program may transfer all coursework completed at Western International University with a grade of “D-” or higher.
- A minimum grade point average (GPA) of 2.0.
- Credits applied to the Required Course of Study (with the exception of the electives) will only be applied to the core and cannot count toward General Education total
- The diploma awarded for this program will read as: Associate of Arts and will not reflect the emphasis. Emphases are reflected on the transcript only.

**Academic Progression Requirements for the AAEE**

- With the exception of GEN 105, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- Students in the EE emphasis must take GEN 105 Skills for Learning in an Information Age as one of the courses in the first block. All other general education requirements may be met with equivalent units based on University transfer requirements and qualifications.
- 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.
Contemporary Issues in American Education

Teaching as a Profession
• The course must be comparable in content and credits to the Residency Requirements for the AAEE.

This course provides an overview of the teaching profession. It introduces the student to the various issues affecting teachers. Its primary focus will be on contemporary issues teachers and educators face in today’s schools. Throughout the course, all aspects of the teaching profession will be incorporated from the diversity of students in the classroom, to school organization and governance, to teaching philosophies and instruction. This course provides a foundation for understanding the education profession.

AED 201 ................................................................. 3 credits

Teaching as a Profession
AED 201 introduces the common issues education professionals face in their field. In addition to discussing the professional foundations of teaching, students examine and discuss issues related to the needs, rights, and responsibilities of diverse learners in a changing society. This course also addresses governance and legal issues in the education system.

AED 204 ................................................................. 3 credits

Diversity in the Classroom
AED 204 focuses on developing understanding of cultural diversity concepts in education, as well as on developing understanding of implications for learning and instruction. Students read about and discuss issues related to educational equity and multiculturalism. Students connect these perspectives to instructional strategies that may be used in the classroom.

AED 222 ................................................................................... 3 credits

Intro to the Exceptional Learner
This course provides an overview of the exceptional learner, the student who differs from the average or normal student, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. The course focuses on issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students.

MTH 156 ................................................................................... 3 credits

Math For Elementary Teachers I
This course is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part I will be on number properties, patterns, operations and algebraic reasoning and problem solving. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.

MTH 157 ................................................................................... 3 credits

Math for Elementary Teachers II
This course is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part II will be on measurement, geometry, probability and data analysis. The relationship of the course concepts to the National Council of Teachers of Mathematics Standards for K-8 instruction is also addressed.

ENG 101 ................................................................................... 3 credits

Effective Essay Writing
Students develop academic writing skills. The emphasis is on coherence and correctness in written communication as students use the writing process to craft an expository essay. Students also conduct basic research for the expository essay. Selected readings provide the basis for discussion regarding the difference between fact and opinion. Grammar exercises focus on verb tense, subject-verb and pronoun-antecedent agreement, and pronoun case.

ENG 102 ................................................................................... 3 credits

Research Writing
Students focus on gathering research, evaluating and documenting sources, and developing a major research paper. Selected readings prompt discussion regarding bias, rhetorical devices, arguments, and counterarguments. Grammar exercises address commonly confused words, modifiers, parallel structure, and sentence variety.

BIO 100 ................................................................................... 4 credits

Introduction to Life Science with Lab
This course applies a broad, conceptual understanding of biology. Students are introduced to scientific ideologies and concepts that not only shape the biological world, but also shape humans. Students examine the scientific method, evolution and biodiversity, the biology of cells, physiology, the dynamics of inheritance, and the effect humans have on the environment. The text emphasizes methods and the theoretical foundations of ideas, while minimizing isolated facts. It stresses the integration of ideas, making connections that form an understanding of the living world. The weekly online labs add a practical component to the class. The labs build upon the concepts in the text and offer a chance to interact with the material and further their understanding.
CIS 105 ...................................................................................... 3 credits  
Survey of Computer Information Systems  
This course presents an overview of the various technologies embedded in every aspect of society. Students gain a basic understanding of how a computer functions as a single unit, in a network, and as a connection to the Internet. Other topics include security issues and the use of productivity software, such as word processing, spreadsheets, and presentation applications. The course also addresses social and ethical issues related to using computers.

GLG 101 .................................................................................... 4 credits  
Introduction to Geology + Lab  
This course gives an overview of physical geology by introducing concepts such as plate tectonics and geologic time. Students gain familiarity with the processes that shape the earth’s surface and recognize the relevance of studying geology. Topics include the rock cycle, weathering, formation of geological features, and preservation of geological resources. This course includes a lab.

POS 110 ..................................................................................... 3 credits  
American National Government  
This course introduces students to the constitutional foundations and governing institutions of the federal government. Throughout the course, students address common political themes such as the nature and scope of governance, democracy, and patterns of political behavior.

HIS 115 ...................................................................................... 3 credits  
US History to 1865  
This course surveys social, political, and economic events that shaped the United States from its first inhabitants to 1865. Students delve into historical events in North American history ranging from Spanish and English colonization to the fight for an individual, American independence, culture, and government, to the Civil War. This course equips students with a general understanding of important early historical events that have played a role in our current social, political, and economic environment.

HIS 125 ..................................................................................... 3 credits  
US History from 1865 to 1945  
This course examines U.S. social, political, and economic events between 1865 and 1945. Students will learn to appreciate the significance of key historical events and figures, including the rise of big business, urbanization, World War I, the Great Depression, and World War II. This course equips students with a general understanding of how important historical events impact future development of the United States.

HIS 135 ..................................................................................... 3 credits  
The American Experience Since 1945  
This course is an overview of the principal social, political, economic, and global events which have shaped the American experience since World War II. Understanding modern American history is a necessity in today’s ever-changing world. This course aims to supply the tools for understanding current political, social, cultural, and economic problems in the U.S. by applying historical perspective to analyze contemporary issues.

ART 101 .................................................................................... 3 credits  
Introduction to Art  
This course introduces students to the elements and principles of art as well as the creation of various media, such as painting, sculpture, architecture, design, photography, and the decorative arts. Students apply techniques for viewing art critically to build an appreciation of various art forms. Themes within the course include contemporary topics in the arts, cultural diversity in the arts, and the arts in a historical context.

HUM 205 .................................................................................. 3 credits  
World Culture and the Arts  
Culture and the arts play a complex role in enriching the human experience. This course will analyze the social role of the arts in the early civilizations through the present day. Learners will explore the key contributions in visual art, architecture, literature, and music of the civilizations presented in this course. In particular, learners will construct a virtual museum comprised of various artifacts representing several cultures.

GEN 105 ................................................................................... 3 credits  
Skills for Learning in an Information Age  
This course introduces students to learning in an information-rich society. Students will develop strategies for successful distance learning, time management, and for managing the abundance of information available in today's society. Students will also explore the appropriate use of information in an academic environment. Specific topics for the course include computing skills for distance learning, online library use, academic honesty, and the development of effective study skills.
Bachelor of Science in Education/Elementary Education

The following Bachelor of Science in Education/Elementary Education (BSED/E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Education/Elementary (BSED-E) is an undergraduate degree program preparing candidates for teacher licensure. The guiding philosophy of the BSED/E program is to provide students with the skills and knowledge that will allow them to become competent and effective educators. This program focuses on elementary student learning by developing the skills of the educator responsible for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

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

Program Category Requirements and Course Selections

Introductory Course, 3 total credits
GEN 200 3 credits Foundations for General Education and Professional Success
Orientation, 0 total credits
EDU 300 0 credits Orientation to Teacher Education

History and Foundations of Education, 6 total credits
EDU 301 ~ 3 credits Foundations of Education
EDU 315 ~ 3 credits Legal & Ethical Issues in Education

Educational Theories and Models, 6 total credits
EDU 311 ~ 3 credits Models and Theories of Instruction
EDU 321 3 credits Classroom Management

Human Development, 3 total credits
EDU 305 ~ 3 credits Child Development

Assessment, 3 total credits
EED 400 3 credits Assessment in Elementary Education

Reading, 9 total credits
RDG 350 3 credits Children’s Literature
RDG 420 ~ 3 credits Diagnosis and Remediation of Reading Difficulties
RDG 415 ~ 3 credits Special Populations, 9 total credits

SEI 300 3 credits Structured English Immersion
SEI 301 ~ 3 credits Advanced Structured English Immersion Methods
SEI 300 ~ 3 credits Orientation to the Exceptional Child

Elementary Methods, 15 total credits
EED 416 ~ 3 credits Elementary Methods - Mathematics
EED 420 ~ 3 credits Elementary Methods - Science
EED 425 ~ 3 credits Elementary Methods - Social Studies
EED 430 ~ 3 credits Elementary Methods - Fine Arts
EED 435 ~ 3 credits Elementary Methods - Fine Arts

Elementary Methods - Reading/Language Arts
EDU 300 ~ 3 credits

Elementary Methods - Social Studies
EDU 320 ~ 3 credits

Elementary Methods - Fine Arts
EDU 325 ~ 3 credits

Student Teaching and Field Experience, 9 total credits
EDU 390 ~ 1 credit Elementary Education Seminar
EED 498 ~ 4 credits Elementary Student Teaching, Seminar I
EED 499 ~ 4 credits Elementary Student Teaching, Seminar II

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

Additional Admission Requirements for the BSED/E

All applicants are expected to meet the following admissions requirements:

• High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
• South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
• Applicants must be currently employed or have access to a work environment.

Candidacy Status for the BSED/E
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 Required Course of Study (Core) credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student’s eXp file.
• Demonstration of basic skills proficiency
• Verification of fingerprint clearance
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the BSED/E
• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 60 upper division credits in the Required Program Category Preferred Sequence.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.5.
  • Satisfactory completion and uploading of the Teacher Work Sample (TWS).
  • Satisfactory completion of any required internship, student teaching, practicum courses and/or alternative clinical practice.
  • Complete course within the sequence specified by course prerequisite requirements.
  • Meet state requirements as set forth by state of residency to receive state endorsement.
  • Complete Field Experience Observation Record (100 hours).
• All Students must complete the minimum number of credits required by their degree program.
• The diploma awarded for this program will read as follows: Bachelor of Science in Education Elementary Education

Academic Progression Requirements for the BSED/E
Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
• Verification of content knowledge mastery prior to student teaching (AEPA content exam) or passing score on a comparable content knowledge examination from another state or agency taken within the past 7 years
• Verification of immunization or TB test results (district specific)
• Verification of the completion of 100 hours of field experience

Candidates residing in the state of Idaho must provide verification of the completion of twenty (20) required semester credits in one of the endorsement areas below prior to student teaching.
• Social Studies (This may include areas such as American Government, Political Science, Economics, Geography, History, Psychology, Sociology, and Sociology/Anthropology).
• English/Language Arts (This may include areas such as Communication, English, English as a New Language, Journalism, Literacy, Writing and Foreign Language).
• Mathematics (This may include areas such as Mathematics, Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, Trigonometry, and Calculus).
• Science (This may include areas such as Biological Science, Chemistry, Earth Science, Geology, Natural Science, and Physical Science).

The following areas may not be used to satisfy these categories:
Agriculture Science and Technology, Business Technology Education, and Marketing Technology Education.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All students must complete GEN 200 as their first course at the University.
• All students must complete all General Education requirements prior to completion of EDU 390.

Minimum Grade Requirements for the BSED/E
• A candidate must earn a grade of "B" (grades of "I" and "B-") are not accepted) or better in the following courses in order to student teach: EDU 390, EED 498, EED 499
• Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching.
The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the BSED/E

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements.

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

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

Unless otherwise noted, no timeframe or minimum grade (other than a passing grade) is required when waiving the mandatory General Education courses (MTH 213, MTH 214, SOC 315, HIS 301 or HIS 110). Students may use a 2 semester credit Constitution course to satisfy the HIS 301 or HIS 110 constitution requirement, and/or the MTH 213 and MTH 214 requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: EDU 300, EDU 311, EDU 321, EDU 390, EED 416, EED 498, EED 499, GEN 200, RDG 415, SPE 300

Arizona residents may waive SEI 300 and/or SEI 301 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) or verification of one of the following endorsements:

- Arizona Provisional SEI Endorsement (SEI 300)
- Arizona Full SEI Endorsement (SEI 300 and SEI 301)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at http://www.ade.state.az.us/asd/lep/.

General Education Requirements for the BSED/E

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

English/Language Arts Requirement(s) 12 credits
Mathematics Requirement(s) 12 credits
6 credits must include MTH 213 and MTH 214
Physical/Biological Science Requirement(s) 6 credits
Social Studies Requirement(s) 9 credits
3 credits must include SOC 315
3 credits must include HIS 301 or HIS 310
Fine Arts Requirement(s) 3 credits
Art, music, drama or dance
Humanities Requirement(s) 3 credits
Additional Liberal Arts Requirement(s) 9 credits
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.
All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use interdisciplinary or elective credits to waive the balance. Students must use interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
Field Experience for BSED/E

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

Student Teaching for the BSED/E

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

- Student teaching is the culminating experience of the Bachelor of Science in Education program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience. Arizona teacher candidates enrolled in the BSED/E program will be issued an Elementary certificate in grades 1-8. Teacher candidates in the BSED/E program will not be eligible to student teach in Kindergarten and will not be issued an Institutional Recommendation (IR) as the Arizona Department of Education will no longer recognize Kindergarten experience for certification in Elementary education.

- Student teaching must occur in a 1-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings. Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  - Transcripts documenting of a minimum of 24 semester credits in their content area
  - Passing scores on the state mandated content exam
  - Candidates must earn a “B” or better in Elementary Education Seminar. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.
  - Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
  - Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
  - Candidates must successfully pass the Elementary Education Seminar with a “B” or better.
  - Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
  - Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the BSED/E

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.
Course Descriptions for the BSED/E

**GEN 200.** Foundations for General Education and Professional Success 3 credits
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.

**EDU 300.** Orientation to Teacher Education 0 credits
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teacher Work Sample, and technology resources will be discussed.

**EDU 301.** Foundations of Education 3 credits
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

**EDU 315.** Legal & Ethical Issues in Education 3 credits
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

**EDU 331.** Models and Theories of Instruction 3 credits
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

**EDU 321.** Classroom Management 3 credits
This course examines the strategies used in managing a positive elementary classroom. Topics include models of discipline, motivation, disruptive students, classroom expectations and procedures, parent communication, and materials management and record keeping. Students will develop an individual classroom management plan.

**EDU 305.** Child Development 3 credits
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

**RDG 350.** Assessment in Elementary Education 3 credits
This course addresses the use of reading assessments to determine classroom intervention and instructional strategies. It provides foundational information about stages of reading acquisition, factors that impact reading success or failure, and the nature of reading difficulties. This information serves as a context for learning about the selection, administration, and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final diagnostic and instructional recommendations report will be developed based on student test data provided.

**RDG 415.** Structured English Immersion 3 credits
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL’s acquire English.
SEI 301 .....................................................................................3 credits
Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 300 .....................................................................................3 credits
Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

EED 416 ....................................................................................3 credits
Elementary Methods - Mathematics
This course focuses on methodology and assessment strategies that enhance learning in mathematics. Integration of content, and instructional strategies, as well as curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics, along with current research on mathematics pedagogy, are explored. Students evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies. Special attention is given to the use of manipulatives in math instruction and to developing students’ problem-solving skills.

EED 420 ....................................................................................3 credits
Elementary Methods - Science
This course focuses on methodology and assessment strategies that enhance learning in science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 425 ....................................................................................3 credits
Elementary Methods - Health/PE
This course provides an overview of the physical education and health state and national standards and provides a context for how these are addressed in elementary schools and classrooms. Instructional approaches for the integration of physical education and health with other content areas are explored.

EED 430 .....................................................................................3 credits
Elementary Methods - Social Studies
This course defines and provides a context for teaching and assessing students in the areas of social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop a variety of data collection tools designed to assess student learning.

EED 435 .....................................................................................3 credits
Elementary Methods - Fine Arts
This course defines and provides a context for teaching and assessing students in the area of fine arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

EDU 390 .....................................................................................1 credit
Elementary Education Seminar
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 498 .....................................................................................4 credits
Elementary Student Teaching, Seminar I
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 499 .....................................................................................4 credits
Elementary Student Teaching, Seminar II
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTH 213 .....................................................................................3 credits
Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations and algebraic reasoning and problem solving.
MTH 214 ............................................................ 3 credits
Math for Elementary Teachers II
This is the second course in a two-part series designed for K-8 preservice teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

SOC 315 ............................................................ 3 credits
Cultural Diversity
This course focuses on the issues, challenges and opportunities presented by U.S. population diversity. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class and cultural background.

HIS 301 ........................................................................ 3 credits
United States Constitution
This course is a five-week introduction to the historical, political, philosophical, and economic roots of the U.S. Constitution. It first reviews the philosophical arguments of the Federalists and the Anti-Federalists, those that supported and opposed ratification of the Constitution. The course then examines milestone Supreme Court decisions and their evolving interpretations of the Constitution. This course focuses on the first ten amendments of the Constitution known as the Bill of Rights as well as later amendments and the issues of slavery and civil rights as seen through major court decisions.

HIS 110 ........................................................................ 3 credits
US History to 1865
This course provides an overview of the social, political, economic, and global events that have shaped the American scene from colonial times through the Civil War period.

Bachelor of Science in Liberal Studies (California)

The following Bachelor of Science in Liberal Studies (BSLS) program may be offered at these University of Phoenix campus locations: California. 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 Liberal Studies (BSLS) is an undergraduate liberal studies program that combines content and pedagogical preparation required for multiple subject credential candidates. Field experiences are integrated throughout the program, with a culminating student teaching experience. The program and field experiences are designed to emphasize mastery of state standards with ongoing assessment to measure candidate competency.

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/bsls.

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

Program Category Requirements and Course Selections
Orientation, 0 total credits
EDU 300CA .................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 3 total credits
GEN 200 .................................................................... 3 credits
Foundations for General Education and Professional Success

Foundations of Education, 3 total credits
EDU 301CA ~ ............................................................ 3 credits
Foundations of Education

Education Models & Theories, 6 total credits
EDU 311CA ~ ............................................................ 3 credits
Models and Theories of Instruction
EDU 321CA ................................................................ 3 credits
Classroom Management

Human Development, 3 total credits
EDU 305CA ~ ............................................................ 3 credits
Child Development

Reading, 9 total credits
RDG 201CA ................................................................ 3 credits
Reading and Writing Concepts
RDG 350CA ................................................................ 3 credits
Children’s Literature
RDG 420CA ~ ............................................................ 3 credits
Elementary Methods: Reading and Language Arts

Special Populations, 6 total credits
SPE 300CA ................................................................ 3 credits
Orientation to the Exceptional Child
ELL 300 .................................................................... 3 credits
Instruction and Assessment of English Language Learners

Elementary Methods and Assessment, 6 total credits
EED 436CA ~ ............................................................ 3 credits
Elementary Methods: Social Science and Fine Arts
EED 438CA ~ ............................................................ 3 credits
Elementary Methods: Mathematics and Science

Field Experience and Student Teaching, 8 total credits
EED 498CA ~ ............................................................ 4 credits
Elementary Student Teaching, Seminar I
EED 499CA ~ ............................................................ 4 credits
Elementary Student Teaching, Seminar II

TPA, 2 total credits
TPA 001 ~ ................................................................. 1 credit
Subject Specific Pedagogy
TPA 002 ~ ................................................................. 1 credit
Designing Instruction

The University reserves the right to modify the required course of Study.
Additional Admission Requirements for the BSLS

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.
- Verification of negative TB test results
- A receipt of the "Request for LiveScan Service" must be submitted as proof that fingerprints were taken and the fingerprint processing fees paid.
- Students who reside outside of the state of California are not eligible to apply.

Candidacy Status for the BSLS

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 84 Required Course of Study (prior to PHL/310CA) 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 (CBEST)
- Verification of fingerprint clearance
- Must provide one of the following verifications prior to the completion of 84 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

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

Degree Completion Requirements for the BSLS

- A minimum of 121 undergraduate credits.
- A minimum grade point average (GPA) of 2.5.
- Satisfactory completion of CalTPA 1-4.
- Satisfactory completion of student teaching.
- Complete courses within the sequence specified by course prerequisite requirements.
- Meet state requirements as set forth by state of residency to receive state endorsement.
- Complete Field Experience Observation Record (100 hours).
- All students must complete the minimum number of credits required by their degree program.
- The diploma awarded for this program will read as follows: Bachelor of Science in Liberal Studies Academic Progression Requirements for the BSLS

Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:
- Verification of content knowledge mastery prior to student teaching (CSET content exam)
- Verification of Disposition Assessments (Self-Evaluation Dispositions Rubric & Personal Assessment Interview)
- Passing score on Teaching Performance Assessment CalTPA 1: Subject- Specific Pedagogy
- Passing score on Teaching Performance Assessment CalTPA 2: Designing Instruction
- Completion of all coursework prior to Student Teaching Seminar I & II with a 2.5 program GPA
- Verification of the completion of 100 hours of field experience. Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All students must complete GEN 200 and EDU 300CA as the first two courses at the University.
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the BSLS

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: EED 498CA, EED 499CA, HUM 375CA, PHL 310CA
- A candidate must earn a grade of "C" (grades of "I" and "C-" are not accepted) or better in the following course: HIS 110CA
- Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching.
- The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Residency Requirements and Course Waivers for the BSLS

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 91 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 Professional Preparation Program Requirements, a student must have completed a previous course which meets the following criteria:

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

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

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

Students may use a 2 semester credit Constitution course to satisfy the HIS 305CA or HIS 110CA constitution requirement, or a 2 semester credit Education Math course to satisfy the MTH 213CA and MTH 214CA requirements, but will be required to make up the credit with other Liberal Arts General Education credit to meet the minimum requirements.

The following courses in the Required Course of Study may not be waived: ARTS 230CA, ARTS 340CA, EED 498CA, EED 499CA, GEN 200, HUM 375CA, PHIL 310CA, TPA 001, TPA 002

General Education Requirements for the BSLS

A minimum of 81 of the 121 credits must be in the general education areas approved by the University.

English/Language Arts, 24 credits
* Must include ENG 215CA, ENG 135CA, ENG 380CA, ENG 437CA, ENG 492CA, RDG 201CA, RDG 350CA, ENG 340CA

Mathematics, 12 credits
* Must include MTH 208CA, MTH 209CA, MTH 213CA, MTH 214CA

Physical/Biological Science, 12 credits
* Must include (two lab sciences) BIO 101CA, GLG 150CA, CHM 110CA, PHY 101CA

Social Studies, 15 credits
* Must include HIS 110CA, HIS 120CA, HIS 275CA, HIS 276CA, HIS 305CA
* (Must include U.S. Constitution)

Fine Arts, 6 credits
* Must include (courses in at least two art forms: Visual Art, Dance, Music, Theatre) ARTS 100CA and ARTS 230CA or ARTS 340CA

Humanities, 6 credits
* Must include HUM 375CA and PHIL 310CA

Health/Physical Education, 6 credits
* Must include (Health and Physical Education) SCI 220CA, HPE 170CA

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

Coursework which was completed at an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or approved national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University.

Coursework in which students earn a minimum grade of "C-" or grades of credit, pass or satisfactory will be accepted towards student’s degree requirements.

All undergraduate students are required to complete the minimum general education credits required by their program version. Students who lack .67 or fewer general education credits may use liberal arts credits to satisfy the balance in order to complete the minimum general education credits required for their program.
Field Experience for BSLS
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through grade eight. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students’ electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

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

- Student teaching is the culminating experience of the Bachelor of Science in Liberal Studies program. Students must complete prerequisites leading up to Student Teaching Seminar I prior to beginning the student teaching experience.
- Students must complete placements in two elementary grade levels. Placement must occur in two of the following grade levels: K-2, 3-5, 6. One placement is seven weeks and the other placement is eight weeks. These must be in self-contained classroom settings in which the candidate teaches 6 of the 7 multiple subject areas to the same group of students.
- Candidates must earn a “B” or better in Student Teaching Seminar I and II. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
- Student teaching can only be repeated one time.
- Candidates that do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teaching Performance Assessment.

Institutional Recommendation for the BSLS
- 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 provide verification of U.S. Constitution coursework (with a grade of “C” or better), or exam as required by the state certification agency.
- Candidates must provide proof of certification in cardiopulmonary resuscitation (CPR).
- Candidates must pass the RICA exam.

California Teaching Performance Assessment Policy
- Candidates must receive passing scores on TPA/001: Subject-Specific Pedagogy (course and assessment) and TPA/002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
- TPA 1 and TPA 2 = 3 attempts
- TPA 3 and TPA 4 = 2 attempts
- Students who transfer into the BSLS program and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.
Course Descriptions for the BSLS

EDU 300CA ................................................................. 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, Teaching Performance Assessment (TPA), and technology resources will be discussed.

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.

EDU 301CA ............................................................................. 3 credits
Foundations of Education
This course introduces students to the teaching profession. Historical foundations, professionalism, the role of technology, and trends and issues in education are introduced. Students will examine personal reasons for wanting to teach and will create a personal philosophy of education.

EDU 311CA ............................................................................. 3 credits
Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 321CA ............................................................................. 3 credits
Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.

EDU 305CA ............................................................................. 3 credits
Child Development
This course explores the development of the child from birth through eighth grade. Physical, cognitive/intellectual, social/ emotional, and moral development will be examined. The course focuses on defining the various stages as they impact instructional practice and decisions in a pre K-8 environment.

RDG 201CA ............................................................................. 3 credits
Reading and Writing Concepts
This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and handwriting. Students explore children’s development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.

RDG 350CA ............................................................................. 3 credits
Children’s Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied as well as the application of children’s literature to instruction and to assessment in reading. Methods for integrating the use of children’s literature in all content areas will be examined.

RDG 420CA ............................................................................. 3 credits
Elementary Methods: Reading and Language Arts
This course focuses on current research, theory, methods, and state standards related to reading instruction. It provides students with the background knowledge in language arts necessary to prepare comprehensive standards-based lesson plans and integrated units of instruction. Effective instructional and assessment techniques are modeled.

SPE 300CA ............................................................................. 3 credits
Orientation to the Exceptional Child
This course provides an overview of the categories of exceptionality for elementary age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.

ELL 300 .................................................................................... 3 credits
Instruction and Assessment of English Language Learners
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multilingual curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

EED 436CA .............................................................................. 3 credits
Elementary Methods: Social Science and Fine Arts
This course focuses on methodology and assessment strategies that enhance learning in social science and fine arts. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of social science and fine arts, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.

EED 438CA .............................................................................. 3 credits
Elementary Methods: Mathematics and Science
This course focuses on methodology and assessment strategies that enhance learning in mathematics and science. Integrated content, interdisciplinary teaching, classroom management, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of mathematics and science, along with current research on pedagogy, are explored. This course also provides students with an opportunity to develop the ability to evaluate and to use instructional methods, curricular materials and resources, and appropriate assessment strategies.
EED 498CA ................................................................. 4 credits

**Elementary Student Teaching, Seminar I**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

EED 499CA .................................................................. 4 credits

**Elementary Student Teaching, Seminar II**

This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the full-range of Teaching Performance Expectations.

TPA 001 ...................................................................... 1 credit

**Subject Specific Pedagogy**

This course addresses California’s Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

TPA 002 ...................................................................... 1 credit

**Designing Instruction**

This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.

ENG 215CA ................................................................. 3 credits

**Effective Academic Writing**

This course develops the skills used in writing applied research papers for a university-level audience. Students will write position papers, persuasive essays, and case study analyses. Students will study classical rhetorical concepts of authority and the Toulmin method of argument analysis, and will evaluate outside sources for objectivity and utility in constructing persuasive arguments. Students practice giving peer feedback, revising essays in response to feedback, and writing collaboratively as Learning Teams. The course reviews the elements of grammar, mechanics, style, and proper documentation of outside sources.

ENG 135CA ................................................................. 3 credits

**Essentials of Contemporary Communications**

This course covers the skills necessary for effective written and oral communication in the work environment and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. This course emphasizes applying these theories and skills to group processes and professional situations.

ENG 340CA ................................................................. 3 credits

**Creative Writing**

This course introduces students to creative writing in various genres. The purpose of this course is to develop and expand students’ imaginative writing processes and to develop and expand their understanding of the human experience through creative writing. This would include identifying elements of writing and developing skills and techniques for creative writing in poetry, fiction, and nonfiction writings.

ENG 380CA ................................................................. 3 credits

**Applied Linguistics**

This course introduces students to the nature of language and the way in which language is acquired and used in society. It also addresses grammatical aspects of language such as syntax, semantics, and pragmatics and changes in language over time. Stages of language acquisition and bilingual development will also be discussed.

ENG 437CA ................................................................. 3 credits

**Literary Genres Across Cultures**

This course introduces literary genres that reflect the human experience across cultures. Past and present voices from the literature of majority and minority writers, as expressed in fiction, poetry, drama, and nonfiction, are surveyed. Students analyze literal and symbolic meanings in texts, and examine the elements and conventions of each literary genre. Students think critically, recognize instances of stereotyping, and make connections between the literature and their lives.

ENG 492CA ................................................................. 3 credits

**American Literature Since 1860**

This course will survey the writings of 150 years in the historical and cultural context of America. The influence of vast social, political, and philosophical changes in America on literary works will be explored. The major literary movements, works, and authors of four distinct time periods will be read and discussed: the late 19th century, the early 20th century, the late 20th century, and the 21st century.

RDG 201CA ................................................................. 3 credits

**Reading and Writing Concepts**

This course builds a foundation in language acquisition and development to examine the concepts of reading, writing, spelling, and handwriting. Students explore children’s development in these areas and the implications for instruction. They also observe and reflect on language arts interactions and activities in a classroom setting.
RDG 350CA ................................................................. 3 credits

Children's Literature
This course will examine the use of children's literature in the elementary school classroom. Various genres will be studied as well as the application of children's literature to instruction and to assessment in reading. Methods for integrating the use of children's literature in all content areas will be examined.

MTH 208CA ................................................................. 3 credits

College Mathematics I
This course continues the demonstration and examination of various concepts of basic algebra. It assists in building skills for performing specific mathematical operations and problem solving. These concepts and skills serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering are also presented. Math is a language of logical thinking using symbols and numbers to quantify. This course is the first half of the college algebra sequence, which is completed in MTH 209: College Mathematics II.

MTH 209CA ................................................................. 3 credits

College Mathematics II
This course continues the demonstration and examination of various concepts of basic algebra. It assists in building skills for performing more complex mathematical operations and problem solving than in earlier courses. These concepts and skills should serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 213CA ................................................................. 3 credits

Mathematics for Elementary Educators I
This is the first course of a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part one will be on real number properties, patterns, operations, and algebraic reasoning and problem solving.

MTH 214CA ................................................................. 3 credits

Mathematics for Elementary Educators II
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability, and data analysis.

BIO 101CA ................................................................. 3 credits

Principles of Biology
This course is designed to introduce biology at an entry level by examining the hierarchy that ranges from the fundamentals of cell biology to the physiology of organisms, and the interactions among those organisms in their environment. The topics in this course include cell biology, genetics, molecular biology, evolution, physiology, and ecology.

GLG 150CA ................................................................. 3 credits

Exploration of the Earth Sciences
This course focuses on the dynamic forces impacting Earth's environment. It is a study of the major constructs in geology, oceanography, meteorology, and astronomy collectively called Earth Science. A scientific approach will be used in orienting students to develop an understanding of the interconnectivity of each of these sciences.

CHM 110CA ................................................................. 3 credits

Introductory Chemistry
This course will examine the basic principles of chemistry conceptually and specifically. The course will apply chemical concepts to address relevant issues ranging from atomic structure and chemical reactions to organic and biological chemistry. The course topics include matter and energy, chemical bonding, intermolecular forces, chemical equilibrium, and nuclear, organic, and biological chemistry. Students will apply these concepts using practical examples, facilitated discussions, and experiments conducted through a virtual laboratory.

PHY 101CA ................................................................. 3 credits

Fundamentals of Physics
This course is designed to introduce physics at an entry level by examining the principle laws of physics leading to a conceptual understanding of how these principles relate to everyday life. The topics in this course include Newton's laws, properties of matter, heat and thermodynamics, electricity and magnetism, and waves.

HIS 110CA ................................................................. 3 credits

U.S. History to 1865
This course recounts the story of the United States by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions the various peoples have made to the American culture. Emphasis is placed on how both compromise and conflict have played major parts in American history.

HIS 120CA ................................................................. 3 credits

U.S. History 1865 to 1945
This course recounts the story of our country by looking at the experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions the various peoples have made to the American culture. Emphasis is placed on how both compromise and conflict have played major parts in American history.

HIS 275CA ................................................................. 3 credits

Global Civilizations to 1400
This course provides an overview of the establishment of civilizations throughout the world to the 1400s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations will be explored. The framework of the course will provide a societal understanding by applying historical perspectives to contemporary issues.
HIS 276CA .................................................................3 credits
Global Civilizations 1400-1700
This course provides an overview of the establishment of world civilizations during the European Middle Ages through the 1700s. The principle social, cultural, political, economic, and global developments that influenced multiple civilizations during this period will be explored. The framework of this course will provide a societal understanding by applying historical perspectives to contemporary issues.

HIS 305CA .................................................................3 credits
California State History
This course provides students with the political, economic, and social history of California. Topics include Pre-Columbian California; the early exploration and founding of California; the Gold Rush, the Railroad Era, and current challenges faced by the state.

ARTS 100CA .................................................................3 credits
Introduction to the Visual and Performing Arts
This course examines traditions and developments in the visual and performing arts genres including music, dance, theater, cinema, visual arts, and architecture. Students will be introduced to the elements of each genre, along with an overview of its historical development in Western European tradition.

ARTS 230CA .................................................................3 credits
Survey of the Visual Arts
This course offers a foundation in the visual arts, elements, styles, and critical analysis for beginning art students. Emphasis is on identifying and explaining styles of visual arts from various cultures, eras, and places. The course focuses on the interpretation of art to understand meaning, and the ability to make critical judgment based on principles of art. Students learn to communicate ideas and expression through their own creative work in a two-dimensional, three-dimensional, video, or other time-based media.

ARTS 340CA .................................................................3 credits
Exploration of Western Classical Music
This course will introduce students to Western European music from the Baroque period through the beginning of the 20th Century. The course will emphasize the history, musical development, and accomplishments of the Baroque, Classical, Romantic, and Early 20th Century periods in music. Students will learn to recognize form, style, texture, and characteristics of each period by studying a variety of composers and the representative masterpieces of each period.

HUM 375CA .................................................................3 credits
Integrative Studies
This course introduces students to the concept of integrative study, which involves connecting the liberal arts to multiple subject education and integrating disciplines through the curriculum development process. Emphasis is placed on thinking critically and creatively about the relationships that exist among the disciplines of language arts, art, physical education, math, social studies, and science.

PHL 310CA .................................................................3 credits
Critical Thinking Across Disciplines
This course in critical thinking helps students develop the ability to reason clearly and critically. It includes an introduction to inductive and deductive logic, fallacious reasoning, assumptions, and problem solving techniques. Students will apply critical thinking skills in confirming knowledge, producing new ideas, research, and making connections across disciplines.

SCI 220CA .................................................................3 credits
Human Nutrition
This course introduces the basic concepts of food and nutrition to highlight ways that students can integrate good nutrition into their lifestyles. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight management are covered. Practical application of these principles to the students’ lives is emphasized.

HPE 170CA .................................................................3 credits
Health and Physical Education
This course will help students understand the importance of a healthy lifestyle with the knowledge of human movement, motor skills, and learning. Students will explore the principles of exercise science and its impact on health, while developing self-confidence and self-worth. It will also help students achieve goals of lifelong health; understand growth and development; and utilize health-related information, products, and services.
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 also 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, 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 Barthélemy, 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, Swaziland, 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 by the central Office of Admissions & Evaluation performed 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 entity 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.
  - 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 recognized college or university in the United States.
  - The applicant has successfully completed the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the official language.
  - 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 a U.S. high school diploma in a country in which English is the official language.
  - The applicant has successfully completed the equivalent of a U.S. high school diploma at an institution where English is the medium of instruction.
  - The applicant has completed four years of active duty service in a branch of the United States military or the United States Coast Guard as verified by appropriate paperwork.
  - Applicants (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.
  - 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.

Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

• Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

• Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

Students attending a local campus in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to University Services.

• Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election Form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.

• Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

• A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR immunization requirement may be granted for the following reasons:

• A medical exemption may be granted to specific vaccines.
  • A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student's life or health, and specify the reason based on valid medical contraindications.
  • The physician must state the length of time during which the vaccine would endanger the student's health or life.
  • The exemption certification must be signed by the physician on the physician's printed stationery.

• A religious exemption may be granted if the student signs a statement certifying that the student's religious beliefs prohibit the practice of immunization.

• If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.

• A copy of each exemption must be kept in the student's health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• The student was born before January 1, 1957 (applicable to MMR vaccine only).

• The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
• The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
• The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
• The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
• The student has submitted a statement that immunization is contrary to his/her religious beliefs.
• The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
• The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.

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**Estimated Program Length**

To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
COLLEGES OF ARTS AND SCIENCES

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

COLLEGE OF SOCIAL SCIENCES

The College of Social Sciences offers undergraduate and graduate degree programs in a number of diverse academic areas including counseling, psychology, and human services. In addition, the college offers a certificate program in mediation. The College provides innovative educational programs designed to enhance the core knowledge, skills and values essential for students seeking to achieve their academic goals in the field of social sciences. These programs are developed and taught by skilled practitioners who work in their respective fields. Through individual and collaborative work, students can acquire the knowledge and skills needed in today’s working environment.

Master of Science in Psychology

The following Master of Science in Psychology (MS/P) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 problems and issues related to the professional content areas. Many of the degree offerings also provide an opportunity to select a specialization which can enhance the educational experience as well as adding leverage to the students professional and career development.

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.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYCH 525</td>
<td>Measurements and Statistics</td>
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<td>PSYCH 540</td>
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<td>PSYCH 535</td>
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<td>PSYCH 545</td>
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<td>PSYCH 550</td>
<td>Social Psychology</td>
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<td>PSYCH 560</td>
<td>Cognitive Psychology</td>
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<td>PSYCH 570</td>
<td>Organizational Psychology</td>
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<td>PSYCH 575</td>
<td>Physiological Psychology</td>
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<td>PSYCH 590</td>
<td>Psychology of Learning</td>
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<tr>
<td>COM 505</td>
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<tr>
<td>PSYCH 500</td>
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<tr>
<td>PSYCH 504</td>
<td>Personality Theories</td>
<td>3</td>
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<tr>
<td>PSYCH 515</td>
<td>Advanced Abnormal Psychology</td>
<td>3</td>
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</tbody>
</table>
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**

**COM 505** ................................................................. 3 credits

**Communication Skills for Graduate Study**

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, program standards, stress and time management, and Learning Team processes.

**PSYCH 500** ............................................................ 3 credits

**Lifespan Development**

This course presents students with theoretical frameworks to foster an understanding of the various dimensions of human development across the life span. Emphasis is placed on biological, cognitive, and psychosocial development within the context of gender, family systems, social roles, and culture.

**PSYCH 504** ............................................................ 3 credits

**Personality Theories**

This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and systems theory. Emphasis is on the importance of students recognizing belief systems and the underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives. Students also learn to recognize strategies and approaches in psychology that reflect identified personality theories as a foundation.

**PSYCH 515** ............................................................ 3 credits

**Advanced Abnormal Psychology**

This course covers a wide range of definitions and models that focus on the complex or problematic psychological disorders and conditions of psychopathology. Emphasis is on learning accepted conceptualizations of such disorders along with contemporary treatment approaches. Students are introduced to the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the basis of diagnosis and classification of psychopathology. Critical thinking skills are emphasized, as are multicultural, legal, and ethical issues involved in the field of abnormal psychology.

**PSYCH 525** ............................................................ 3 credits

**Measurements and Statistics**

This course provides students with a foundation in statistical methods and principles of measurement and assessment necessary for competency in research, evaluation, and treatment planning for professional psychology practice applications. Students learn statistical models, procedures, and measurement practices that are relevant to the mastery of examination procedures in psycho-educational assessment, organizational assessment, and clinical examinations that use standardized testing instruments, criterion based assessments and the Diagnostic and Statistical Manual of Mental Disorders (DSM).

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

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

**Master of Health Administration**

The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their management/administrative background and specialty area through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment, which is team oriented and motivating to others.

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

**MHA Required Course of Study**

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

- HCS 504 ~ ......................................................... 1 credit
  Introduction to Graduate Study in Health Sciences/Nursing
- HCS 514 ~ ......................................................... 3 credits
  Managing in Today’s Health Care Organizations
- HCS 545 ~ ......................................................... 3 credits
  Health Law and Ethics
- HCS 539 ~ ......................................................... 3 credits
  Marketing for Health Care
- HCS 531 ~ ......................................................... 3 credits
  Health Care Organizations and Delivery Systems
- HCS 577 ~ ......................................................... 3 credits
  Financial Management in Health Care
- HCS 533 ~ ......................................................... 3 credits
  Health Information Systems
- HCS 535 ~ ......................................................... 3 credits
  Concepts of Population Health
HCS 587 ~.................................................................................3 credits
Creating Change within Organizations
HCS 552 ~.................................................................................3 credits
Health Care Economics
HCS 588 ~.................................................................................3 credits
Measuring Performance Standards
HCS 525 ~.................................................................................3 credits
Leadership
HCS 567 ~.................................................................................3 credits
Entrepreneurship in Health Care
HCS 549 ~.................................................................................3 credits
Evaluation Methodology
HCS 586 ~.................................................................................3 credits
Health Care Strategic Management

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

**Additional Admission Requirements for the MHA**
- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must be completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience, within the past ten years, of which one year must be in a health care environment. Students who have an undergraduate Health Care degree (includes completion of a major/minor/focus or concentrations of at least 18 credit hours in health care coursework) do not need the one (1) year health care work experience for admission.
- All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

**Degree Requirements for the MHA**
- Completion of a minimum of 43 credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

**Minimum Grade Requirements for the MHA**
- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

**Residency Requirements and Course Waivers for the MHA**
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of nationally accredited courses in the doctoral program since they were already taken in the master's degree program. The courses in the doctoral program will have a grade of "B-" or better. Students who earn a grade lower than a "B-" will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

**Course Descriptions for the MHA**
- HCS 504 ...................................................................................1 credit
  **Introduction to Graduate Study in Health Sciences/Nursing**
  This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
- HCS 514 ...................................................................................3 credits
  **Managing in Today's Health Care Organizations**
  This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.
HCS 545 ................................................................. 3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539 ................................................................. 3 credits

Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 531 ................................................................. 3 credits

Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 ................................................................. 3 credits

Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 533 ................................................................. 3 credits

Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 535 ................................................................. 3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 587 ................................................................. 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 552 ................................................................. 3 credits

Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 ................................................................. 3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 525 ................................................................. 3 credits

Leadership
This course examines organizational leadership in the context of the health care organization. Principles, theories and models of leadership are explored. Collaborative relationships, concepts of power and professional culture are explored. Students will articulate a personal vision of leadership and ways of providing direction within today's complex health care system.

HCS 567 ................................................................. 3 credits

Entrepreneurship in Health Care
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.

HCS 549 ................................................................. 3 credits

Evaluation Methodology
This course provides the student with the research methodology for health services research. Models of evaluation are examined and components such as stakeholder analysis, cost benefit effectiveness, decision-modeling, and statistical techniques are applied to decision making health care organizations.

HCS 586 ................................................................. 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization's strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management. The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.
Master of Health Administration Bridge

The following Master of Health Administration (MHA) Bridge program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Health Administration (MHA) Bridge program is designed for students who do not have a background in health care and want to gain skills and knowledge to enter today’s evolving health care delivery systems. Students in the Bridge program are required to complete courses in health care delivery systems, health care economics, and health care policy before entering the core MHA degree program. These bridge courses are designed to provide students with a foundational framework needed to examine and understand the issues and trends impacting health care.

Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

For more information about our graduation rates, the median debt report, and other important information, please visit our website at http://www.phoenix.edu/programs/mha.

MHA Required Course of Study

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

HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing ~ 1 credit
HCS 310 ~ Health Care Delivery in the United States ~ 3 credits
HCS 440 ~ Economics: The Financing of Health Care ~ 3 credits
HCS 455 ~ Health Care Policy: The Past and the Future ~ 3 credits
HCS 514 ~ Managing in Today’s Health Care Organizations ~ 3 credits
HCS 545 ~ Health Law and Ethics ~ 3 credits
HCS 539 ~ Marketing for Health Care ~ 3 credits
HCS 531 ~ Health Care Organizations and Delivery Systems ~ 3 credits
HCS 577 ~ Financial Management in Health Care ~ 3 credits
HCS 533 ~ Health Information Systems ~ 3 credits
HCS 535 ~ Concepts of Population Health ~ 3 credits
HCS 587 ~ Creating Change within Organizations ~ 3 credits
HCS 552 ~ Health Care Economics ~ 3 credits
HCS 588 ~ Measuring Performance Standards ~ 3 credits
HCS 525 ~ Leadership ~ 3 credits
HCS 549 ~ Evaluation Methodology ~ 3 credits
HCS 567 ~ Entrepreneurship in Health Care ~ 3 credits
HCS 586 ~ Health Care Strategic Management ~ 3 credits

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

Additional Admission Requirements for the MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum equivalent of three years of full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MHA

- Completion of a minimum of 52 credits.
- A minimum program grade point average (GPA) of 3.0.

Grades earned in MHA bridge courses are calculated in the MHA grade point average (GPA).

- The diploma for this program will read as follows: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.
Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students enrolled in this bridge program may waive the three (3) undergraduate bridge courses. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program:

- HCS 504, HCS 586, HSN 552, HCS 565

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree program. In the bridge program, a master's degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master's degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MHA

HCS 504  Introduction to Graduate Study in Health Sciences/Nursing  1 credit

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 310  Health Care Delivery in the United States  3 credits

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

HCS 440  Economics: The Financing of Health Care  3 credits

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 455  Healthcare Policy: The Past and the Future  3 credits

Managing in Today's Health Care Organizations  3 credits

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 545  Health Law and Ethics  3 credits

Marketing for Health Care  3 credits

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 539  Health Care Organizations and Delivery Systems  3 credits

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>HCS 577</td>
<td>Financial Management in Health Care</td>
<td>3</td>
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<tr>
<td>HCS 535</td>
<td>Health Information Systems</td>
<td>3</td>
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<tr>
<td>HCS 587</td>
<td>Concepts of Population Health</td>
<td>3</td>
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<tr>
<td>HCS 588</td>
<td>Creating Change Within Organizations</td>
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<td>Measuring Performance Standards</td>
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<td>HCS 525</td>
<td>Leadership</td>
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<tr>
<td>HCS 567</td>
<td>Evaluation Methodology</td>
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<tr>
<td>HCS 586</td>
<td>Entrepreneurship in Health Care</td>
<td>3</td>
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<tr>
<td>HCS 588</td>
<td>Health Care Strategic Management</td>
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**Financial Management in Health Care**

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

**Health Information Systems**

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

**Concepts of Population Health**

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

**Creating Change Within Organizations**

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

**Health Care Economics**

This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

**Measuring Performance Standards**

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.
Master of Health Administration/Education

The following Master of Health Administration (MHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their management/administrative background and specialty area through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment, which is team oriented and motivating to others. This program specialization option is designed for health care and nursing professionals interested in pursuing careers in educational or service settings. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and revitalize their teaching and learning strategies. Combining your current professional expertise with the knowledge of teaching and learning strategies, assessment and evaluation and curriculum, and program design will expand and enhance your role as a health care educator. Content can be applied to patient teaching, continuing education or in-service education, community health education, as well as to the role and delivery of academic education.

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

MHA/ED Required Course of Study

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

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<tr>
<td>HCS 514 ~</td>
<td>Managing in Today’s Health Care Organizations</td>
<td>3 credits</td>
</tr>
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<td>HCS 545 ~</td>
<td>Health Law and Ethics</td>
<td>3 credits</td>
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<td>HCS 539 ~</td>
<td>Marketing for Health Care</td>
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</tr>
<tr>
<td>HSN 552 ~</td>
<td>Assessment and Evaluation of Learning</td>
<td>3 credits</td>
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</table>

Additional Admission Requirements for the MHA

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

• A minimum equivalent of three (3) years of full-time, post-high school professional work experience, within the past ten years, of which one year must be in a health care environment. Students who have an undergraduate Health Care degree (includes completion of a major/minor/focus or concentrations of at least 18 credit hours in health care coursework) do not need the one (1) year health care work experience for admission.

All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Degree Requirements for the MHA/ED

• Completion of a minimum of 43 credits.

• A minimum program grade point average (GPA) of 3.0.

• The diploma awarded for this program will read as: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

Minimum Grade Requirements for the MHA/ED

• Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA/ED

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; and
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program:
HCS 504, HCS 586, HSN 552, HCS 565

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program. All credit-bearing doctoral courses must be completed with a grade of "B" or better. Students who earn a grade lower than a "B" will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MHA/ED

HCS 504 ...................................................................................1 credit

Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 514 ...................................................................................3 credits

Managing in Today’s Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change, management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 545 ...................................................................................3 credits

Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539 ...................................................................................3 credits

Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 531 ...................................................................................3 credits

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 ...................................................................................3 credits

Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 533 ...................................................................................3 credits

Health Information Systems

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 585 ...................................................................................3 credits

Concepts of Population Health

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 587 ...................................................................................3 credits

Creating Change Within Organizations

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
HCS 552 .................................................................................. 3 credits

Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 .................................................................................. 3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HSN 540 .................................................................................. 3 credits

Teaching and Learning Strategies
This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.

HSN 548 .................................................................................. 3 credits

Role of the Health Care/Nursing Educator
Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.

HSN 544 .................................................................................. 3 credits

Design and Process of Curriculum Development
Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

HSN 552 .................................................................................. 3 credits

Assessment and Evaluation of Learning
Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

Master of Health Administration/Education Bridge
The following Master of Health Administration/Education (MHA) Bridge program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Health Administration (MHA) Bridge program is designed for students who do not have a background in health care and want to gain skills and knowledge to enter today’s evolving health care delivery systems. Students in the Bridge program are required to complete courses in health care delivery systems, health care economics, and health care policy before entering the core MHA degree program. These bridge courses are designed to provide students with a foundational framework needed to examine and understand the issues and trends impacting health care. The MHA curriculum is tailored to support the development of health care leaders and managers by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

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

MHA/ED Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.

HCS 504 ..................................................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

HCS 310 ~ ................................................................................ 3 credits
Health Care Delivery in the United States

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

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

HCS 514 ~ ................................................................................ 3 credits
Managing in Today’s Health Care Organizations

HCS 545 ~ ................................................................................ 3 credits
Health Law and Ethics
A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MHA/ED
• Completion of a minimum of 52 credits.
• A minimum program grade point average (GPA) of 3.0.
Grades earned in MHA/ED bridge courses are calculated in the MHA/ED grade point average (GPA).
• The diploma for this program will read as follows: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

Minimum Grade Requirements for the MHA/ED
• Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
• Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA/ED
Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Students enrolled in this bridge program may waive the three (3) undergraduate bridge courses.
In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program: HCS 504, HCS 586, HSN 552, HCS 565
The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.
Course Descriptions for the MHA/ED

HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 310 ................................................................. 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 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 453 ................................................................. 3 credits
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policy makers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policy making will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 514 ................................................................. 3 credits
Managing in Today’s Health Care Organizations
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 531 ................................................................. 3 credits
Health Law and Ethics
Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539 ................................................................. 3 credits
Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 533 ................................................................. 3 credits
Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 535 ................................................................. 3 credits
Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 539 ................................................................. 3 credits
Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and determinants of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 587 ................................................................. 3 credits
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Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

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Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.
HCS 588 .................................................................3 credits

**Measuring Performance Standards**

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HSN 540 .................................................................3 credits

**Teaching and Learning Strategies**

This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.

HSN 548 .................................................................3 credits

**Role of the Health Care/Nursing Educator**

Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.

HSN 544 .................................................................3 credits

**Design and Process of Curriculum Development**

Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

HSN 552 .................................................................3 credits

**Assessment and Evaluation of Learning**

Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

**Master of Health Administration/Gerontology**

The following Master of Health Administration/Gerontology (MHA/GER) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their management/administrative background and specialty area through the completion of a curriculum that provides students with the latest theories and contemporary practice applications.

Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment, which is team oriented and motivating to others.

This program specialization option is designed to provide health care professionals with diverse interdisciplinary backgrounds with the knowledge and process of aging. Content is designed to provide students with relevant information related to the physical, mental, and social aspects of gerontology as well as human services, economic and legal factors that influence elders.

With an emerging proportion of older adults in our society there is a growing market for aging services which are fueled by products and services for well elders as well as those elders compromised by chronic illnesses or disabilities. Career opportunities are increasing and are not limited to just long term care. Business, industry, community health, federal and local governments and professional organizations will look to include workers prepared to understand the needs of this population as a major consumer of their products and services.

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

**MHA/GER Required Course of Study**

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

HCS 504 ................................................................................1 credit

Introduction to Graduate Study in Health Sciences/Nursing

HCS 514 ~ ..............................................................................3 credits

Managing in Today’s Health Care Organizations

HCS 545 ~ .................................................................3 credits

Health Law and Ethics

HCS 539 ~ ..............................................................................3 credits

Marketing for Health Care

HCS 531 ~ .................................................................3 credits

Health Care Organizations and Delivery Systems

HCS 577 ~ ..............................................................................3 credits

Financial Management in Health Care

HCS 533 ~ ..............................................................................3 credits

Health Information Systems

HCS 535 ~ ..............................................................................3 credits

Concepts of Population Health

HCS 587~ ..............................................................................3 credits

Creating Change within Organizations

HCS 552 ~ ..............................................................................3 credits

Health Care Economics

HCS 588 ~ ..............................................................................3 credits

Measuring Performance Standards

HCS 548 ~ ..............................................................................3 credits

Foundations of Gerontology

HCS 551 ~ ..............................................................................3 credits

Biological and Psychological Aspects of Aging

HCS 557 ~ ..............................................................................3 credits

Social and Cultural Aspects of Aging
Minimum Grade Requirements for the MHA/GER

- Students who fail to meet the minimum grade requirement and
  • A cumulative grade point average (GPA) of 2.5 on the

Degree Requirements for the MHA/GER

- The diploma awarded for this program will read as: Master of
  • A minimum program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the MHA/GER

- All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Additional Admission Requirements for the MHA/GER

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program:
HCS 504, HCS 586, HSN 552, HCS 565

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MHA/GER

HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 514 ................................................................. 3 credits
Managing in Today’s Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 545 ................................................................. 3 credits
Health Law and Ethics

Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539 ................................................................. 3 credits
Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 531 ...................................................................................3 credits

Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577 ...................................................................................3 credits

Financial Management in Health Care
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding analyses, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 533 ...................................................................................3 credits

Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding analyses, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 535 ...................................................................................3 credits

Concepts of Population Health
This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 587 ...................................................................................3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

HCS 552 ...................................................................................3 credits

Health Care Economics
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency; production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 588 ...................................................................................3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 548 ...................................................................................3 credits

Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 551 ...................................................................................3 credits

Biological and Psychological Aspects of Aging
This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

HCS 552 ...................................................................................3 credits

Social and Cultural Aspects of Aging
This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

HCS 565 ...................................................................................3 credits

Organization and Management of Aging Services
This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
Master of Health Administration/Gerontology Bridge

The following Master of Health Administration/Gerontology (MHA) Bridge program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Health Administration (MHA) Bridge program is designed for students who do not have a background in health care and want to gain skills and knowledge to enter today’s evolving health care delivery systems. Students in the Bridge program are required to complete courses in health care delivery systems, health care economics, and health care policy before entering the core MHA degree program. These bridge courses are designed to provide students with a foundational framework needed to examine and understand the issues and trends impacting health care. The MHA curriculum is tailored to support the development of health care leaders and managers by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

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

MHA/GER Required Course of Study

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

HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing 1 credit
HCS 310 ~ Health Care Delivery in the United States 3 credits
HCS 440 ~ Economics: The Financing of Health Care 3 credits
HCS 455 ~ Health Care Policy: The Past and the Future 3 credits
HCS 514 ~ Managing in Today’s Health Care Organizations 3 credits
HCS 545 ~ Health Law and Ethics 3 credits
HCS 539 ~ Marketing for Health Care 3 credits
HCS 531 ~ Health Care Organizations and Delivery Systems 3 credits
HCS 577 ~ Financial Management in Health Care 3 credits
HCS 533 ~ Health Information Systems 3 credits
HCS 535 ~ Concepts of Population Health 3 credits
HCS 587 ~ Creating Change within Organizations 3 credits
HCS 552 ~ Health Care Economics 3 credits
HCS 588 ~ Measuring Performance Standards 3 credits
HCS 548 ~ Foundations of Gerontology 3 credits
HCS 551 ~ Biological and Psychological Aspects of Aging 3 credits
HCS 557 ~ Social and Cultural Aspects of Aging 3 credits
HCS 565 ~ Organization and Management of Aging Services 3 credits

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

Additional Admission Requirements for the MHA/GER

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABPAccredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum equivalent of three years of full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MHA/GER

- Completion of a minimum of 52 credits.
- A minimum program grade point average (GPA) of 3.0.

Grades earned in MHA/GER bridge courses are calculated in the MHA/GER grade point average (GPA).

- The diploma for this program will read as follows: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.
Minimum Grade Requirements for the MHA/GER

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA/GER

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students enrolled in this bridge program may waive the three (3) undergraduate bridge courses. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate course). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program:

HCS 504, HCS 586, HSN 552, HCS 565

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MHA/GER

HCS 504 .................................................................1 credit

Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 310 ........................................................................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 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 455 ........................................................................3 credits

Healthcare Policy: The Past and the Future

This course will introduce the student to the intricate processes that public policy makers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policy making will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 514 ........................................................................3 credits

Managing in Today’s Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 545 ........................................................................3 credits

Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539 ........................................................................3 credits

Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 531 ........................................................................3 credits

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.
Creating Change Within Organizations

This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

Measuring Performance Standards

Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

Foundations of Gerontology

This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., and types of aging, health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

Biological and Psychological Aspects of Aging

This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

Social and Cultural Aspects of Aging

This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

Organization and Management of Aging Services

This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.
Master of Health Administration/Informatics

The following Master of Health Administration/Informatics (MHA/INF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Health Administration (MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their management/administrative background and specialty area through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment, which is team oriented and motivating to others.

This program specialization option is designed for health care and nursing professionals interested in pursuing or advancing in careers associated with health care informatics and technology. Individuals with no background in informatics receive an overview of informatics as it relates to delivery within a health care facility. The program is designed to provide the learner with current knowledge in concepts of health care informatics, systems life cycle, and data management.

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

MHA/INF Required Course of Study

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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 504</td>
<td>Introduction to Graduate Study in Health Sciences/Nursing</td>
<td>1 credit</td>
</tr>
<tr>
<td>HCS 514</td>
<td>Managing in Today's Health Care Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 545</td>
<td>Health Law and Ethics</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 531</td>
<td>Marketing for Health Care</td>
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<td>HCS 537</td>
<td>Health Care Organizations and Delivery Systems</td>
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<td>HCS 588</td>
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<td>HCS 589</td>
<td>Concepts of Health Care Informatics</td>
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<tr>
<td>HCS 590</td>
<td>Systems Life Cycle</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 591</td>
<td>Data Management and Design</td>
<td>3 credits</td>
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</tbody>
</table>

Additional Admission Requirements for the MHA/INF

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience, within the past ten years, of which one year must be in a health care environment. Students who have an undergraduate Health Care degree (includes completion of a major/minor/focus or concentrations of at least 18 credit hours in health care coursework) do not need the one (1) year health care work experience for admission.
- All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Minimum Grade Requirements for the MHA/INF

- Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C−” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.
Degree Requirements for the MHA/INF

- Completion of a minimum of 40 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

Residency Requirements and Course Waivers for the MHA/INF

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program:
- HCS 504
- HCS 586
- HSN 552
- HCS 565

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MHA/INF

HCS 504  Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 514  Managing in Today’s Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 545  Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539  Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 531  Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

HCS 577  Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 533  Health Information Systems

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 535  Concepts of Population Health

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and determinants of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 587  Creating Change Within Organizations

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.
The following Master of Health Administration/Informatics (MHA/INF) Bridge program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Health Administration (MHA) Bridge program is designed for students who do not have a background in health care and want to gain skills and knowledge to enter today’s evolving health care delivery systems. Students in the Bridge program are required to complete courses in health care delivery systems, health care economics, and health care policy before entering the core MHA degree program. These bridge courses are designed to provide students with a foundational framework needed to examine and understand the issues and trends impacting health care. The MHA curriculum is tailored to support the development of health care leaders and managers by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning.

In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-inf.

**MHA/INF Required Course of Study**

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

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<td>HCS 594 ~</td>
<td>Concepts of Health Care Informatics</td>
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<td>HCS 595 ~</td>
<td>Systems Life Cycle</td>
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<td>HCS 596 ~</td>
<td>Data Management and Design</td>
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<td>HCS 600 ~</td>
<td>Systems Life Cycle</td>
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<td>HCS 601 ~</td>
<td>Data Management and Design</td>
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<td>HCS 602 ~</td>
<td>Marketing for Health Care</td>
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<td>HCS 603 ~</td>
<td>Concepts of Health Care Informatics</td>
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<td>HCS 604 ~</td>
<td>Systems Life Cycle</td>
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<td>Data Management and Design</td>
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<td>HCS 606 ~</td>
<td>Marketing for Health Care</td>
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<td>HCS 607 ~</td>
<td>Concepts of Health Care Informatics</td>
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<td>HCS 608 ~</td>
<td>Systems Life Cycle</td>
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<tr>
<td>HCS 609 ~</td>
<td>Data Management and Design</td>
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**MHA/INF Core Curriculum**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 440 ~</td>
<td>Health Care Delivery in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HCS 514 ~</td>
<td>Health Care Policy: The Past and the Future</td>
<td>3</td>
</tr>
<tr>
<td>HCS 545 ~</td>
<td>Managing in Today’s Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HCS 552 ~</td>
<td>Health Care Organizations and Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HCS 553 ~</td>
<td>Financial Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCS 557 ~</td>
<td>Concepts of Population Health</td>
<td>3</td>
</tr>
<tr>
<td>HCS 587 ~</td>
<td>Creating Change within Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HCS 592 ~</td>
<td>Health Care Economics</td>
<td>3</td>
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<td>HCS 593 ~</td>
<td>Marketing for Health Care</td>
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</tr>
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<td>HCS 594 ~</td>
<td>Concepts of Health Care Informatics</td>
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<td>HCS 595 ~</td>
<td>Systems Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>HCS 596 ~</td>
<td>Data Management and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

**MHA/INF Elective and Concentration Options**

The following MHA/INF electives and concentration options are available. Please consult your advisor for guidance.

**Concentration Options**

- Gerontology
- Informatics
- Education
Additional Admission Requirements for the MHA/INF
All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A minimum equivalent of three years of full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MHA/INF

- Completion of a minimum of 49 credits.
- A minimum program grade point average (GPA) of 3.0. Grades earned in MHA/INF bridge courses are calculated in the MHA/INF grade point average (GPA).
- The diploma for this program will read as follows: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

Minimum Grade Requirements for the MHA/INF

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA/INF

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally approved nationally accredited transferable coursework. Students enrolled in this bridge program may waive the three (3) undergraduate bridge courses.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived in the MHA program:
HCS 504, HCS 586, HSN 552, HCS 565

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses as part of the master’s degree program. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

All credit-bearing doctoral courses must be completed with a grade of "B-" or better. Students who earn a grade lower than a "B-" will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MHA/INF

HCS 504 ...................................................................................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 310 ....................................................................................................................... 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 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 455 ...................................................................................................................... 3 credits
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policy makers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policy making will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.
Managing in Today's Health Care Organizations

This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

Health Law and Ethics

Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

Marketing for Health Care

This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

Health Care Organizations and Delivery Systems

This course is a comprehensive approach to health care delivery systems that provides the student with an in-depth understanding of health systems and organizations. Students will examine historical evolutions of the health care industry and recent impacts that influence the delivery of health care.

Financial Management in Health Care

This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

Health Information Systems

This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

Concepts of Population Health

This course addresses the epidemiological and sociological perspectives and techniques for analyzing the health status of populations. Topics focus on disease trends, distribution and detractors of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.
The College of Criminal Justice and Security prepares students for professional and management-related careers in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities. Our mission is to enhance the academic preparation and professionalism of the nation’s criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students.

It is the student’s responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

Master of Science/Administration of Justice and Security

The following Master of Science/Administration of Justice and Security (MS/AJS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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/Administration of Justice and Security degree provides the required knowledge for the student to develop competence in administering criminal justice or security programs. While distinctions between the roles of justice and security organizations are understood, the degree emphasizes an understanding of administrative responsibilities common to both disciplines. The value of cooperative interaction is also addressed. The degree provides the student with administrative program development and problem solving skills in preparation for promotional or transitional opportunities in the management of police, corrections, security or court operations.

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

MS/AJS Required Course of Study

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AJS 501</td>
<td>Introduction to Graduate Study in Criminal Justice and Security</td>
<td>1 credit</td>
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<tr>
<td>AJS 502</td>
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<td>3 credits</td>
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<tr>
<td>AJS 512</td>
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<td>AJS 522</td>
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<td>AJS 532</td>
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<td>AJS 552</td>
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<tr>
<td>AJS 562</td>
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<td>3 credits</td>
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<tr>
<td>AJS 572</td>
<td>Organizational Risk and Incident Management</td>
<td>3 credits</td>
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<tr>
<td>AJS 582</td>
<td>Cyber Crime and Information Systems Security</td>
<td>3 credits</td>
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<tr>
<td>AJS 585</td>
<td>Public Policy Issues</td>
<td>3 credits</td>
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<tr>
<td>AJS 592</td>
<td>Concepts of Physical and Personal Protection</td>
<td>3 credits</td>
</tr>
<tr>
<td>AJS 595</td>
<td>Program Development and Evaluation</td>
<td>3 credits</td>
</tr>
<tr>
<td>AJS 599</td>
<td>Forensic Science and Psychological Profiling</td>
<td>3 credits</td>
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Additional Admission Requirements for the MS/AJS

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience in policing, criminal courts or correctional service (community or institutional), or security AND a minimum of 15 semester credit hours (minimum “C” grade or better) in Criminal Justice, Justice Studies or Administration of Justice or Security
In order to be granted a waiver for a course in the required field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Signed Criminal Conviction Prohibition Acknowledgement Form

**Degree Requirements for the MS/AJS**

- Completion of a minimum of 37 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Science Administration of Justice and Security

**Minimum Grade Requirements for the MS/AJS**

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: CJA 490, CJA 491, CJA 492 and SEC 493. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the MS/AJS**

- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: AJS 595

**Course Descriptions for the MS/AJS**

**AJS 501**  
Introduction to Graduate Study in Criminal Justice and Security  
This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

**AJS 502**  
Survey of Justice and Security  
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

**AJS 512**  
Organizational Administration in Justice and Security  
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

**AJS 522**  
Finance and Budgeting in Justice and Security  
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

**AJS 532**  
Ethics in Justice and Security  
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

**AJS 542**  
Criminological Theory  
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

**AJS 552**  
Legal Issues in Justice and Security  
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.
AJS 562 ................................................................. 3 credits
Organizational Risk and Incident Management
This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 572 ................................................................. 3 credits
Cyber Crimes and Information Systems Security
This course provides an overview of the nature of criminal activity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protect the software, hardware and data associated with information systems.

AJS 582 ................................................................. 3 credits
Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 585 ................................................................. 3 credits
Concepts of Physical and Personal Protection
This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.

AJS 592 ................................................................. 3 credits
Forensic Science and Psychological Profiling
This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.

AJS 595 ................................................................. 3 credits
Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.

Master of Science/Administration of Justice and Security Bridge
The following Master of Science/Administration of Justice and Security Bridge (MS/AJS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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/Administration of Justice and Security (MS/AJS) Bridge program is designed for students who are interested in pursuing the MS/AJS degree, but may not have a background in the criminal justice (law enforcement, criminal courts, or corrections) and/or security fields. The Bridge program consists of four courses that provide a foundational framework for student success in the MS/AJS program. Students are required to complete four core courses in criminal justice, criminal court systems, correctional processes and penal systems, and security before entering the core MS/AJS degree program. Upon completion of these courses, students will be familiar with issues and trends influencing criminal justice and security and will be prepared to gain skills and knowledge to enter today’s dynamic criminal justice and security fields. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ms-ajs.

MS/AJS Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.

AJS 501 ................................................................. 1 credit
Introduction to Graduate Study in Criminal Justice and Security

CJA 490 ~ ................................................................. 3 credits
Survey of Criminal Justice

CJA 491 ~ ................................................................. 3 credits
Survey of Criminal Court Systems

CJA 492 ~ ................................................................. 3 credits
Survey of Correctional Processes and Penal Systems

SEC 493 ~ ................................................................. 3 credits
Survey of Security

AJS 502 ~ ................................................................. 3 credits
Survey of Justice and Security

AJS 512 ~ ................................................................. 3 credits
Organizational Administration in Justice and Security

AJS 522 ~ ................................................................. 3 credits
Finance and Budgeting in Justice and Security

AJS 532 ~ ................................................................. 3 credits
Ethics in Justice and Security

AJS 542 ~ ................................................................. 3 credits
Criminological Theory
University of Phoenix, 2012-2013

AJ5 525 ~ ................................................................. 3 credits
AJ5 562 ~ ................................................................. 3 credits
Organizational Risk and Incident Management
AJ5 572 ~ ................................................................. 3 credits
Cyber Crime and Information Systems Security
AJ5 582 ~ ................................................................. 3 credits
Public Policy Issues
AJ5 585 ~ ................................................................. 3 credits
Concepts of Physical and Personal Protection
AJ5 592 ~ ................................................................. 3 credits
Forensic Science and Psychological Profiling
AJ5 595 ~ ................................................................. 3 credits

Program Development and Evaluation
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MS/AJS
All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Applicants to the Bridge version must have a minimum of three (3) years of full-time, post high school professional work experience for admission. Students will be required to enroll in the Bridge version and must complete four (4) MS/AJS bridge courses; CJA 490, CJA 491, CJA 492 and SEC 493.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Signed Criminal Conviction Prohibition Acknowledgement Form

Degree Requirements for the MS/AJS

- Completion of a minimum of 49 credits.
- A minimum program grade point average (GPA) of 3.0.

Grades earned in MS/AJS bridge courses are calculated in the MS/AJS grade point average (GPA).

- The diploma awarded for this program will read as: Master of Science Administration of Justice and Security

Academic Progression Requirements for the MS/AJS

- Students enrolling in the MS/AJS bridge program must complete the four MS/AJS bridge courses CJA 490, CJA 491, CJA 492 and SEC 493 with a “C” or better.

Minimum Grade Requirements for the MS/AJS

- Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: CJA 490, CJA 491, CJA 492 and SEC 493. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of “C” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS

- Students must meet established University residency requirement for degree conferment. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students enrolled in the Bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: AJ5 595

Course Descriptions for the MS/AJS

AJ5 501 ..................................................................................................................1 credit
Introduction to Graduate Study in Criminal Justice and Security

This course provides new graduate students in the college with an introduction to strategies for success within the university's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.
CJA 490 ................................................................. 3 credits
Survey of Criminal Justice
This course is a survey which explores the organizational differences and jurisdictions of local, state, and federal law enforcement, judicial and corrections agencies; and the related processes involved in the criminal justice system. It surveys the historical aspects of the police, the courts, and the correctional system, as well as explains the foundational relevance of these components to the overall functioning of the criminal justice system. Additionally, special issues and challenges faced by each of these areas will be considered.

CJA 491 ................................................................. 3 credits
Survey of Criminal Court Systems
This course is a survey to the historical aspects of the courts and various components of the legal system. It examines the different types of court at the state and federal levels, courtroom players, courtroom processes, and post conviction process of the court system. Additionally, it illustrates the correlation among all courtroom participants, differentiates roles and responsibilities, and examines how they relate to one another.

CJA 492 ................................................................. 3 credits
Survey of Correctional Processes and Penal Systems
This course is a survey to the various components of the correctional system and penals reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.

SEC 493 ................................................................. 3 credits
Survey of Security
This course is a survey which explores proprietary and contract security operations and differentiates the benefits of each within organizational security, as well as provides an introduction to various areas of security. Other topics that are covered include the purposes, objectives, procedures, risks, and types of organizations associated with the respective security specializations. Additionally, it examines security trends pertaining to Homeland Security and security technology.

AJS 502 ................................................................. 3 credits
Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

AJS 512 ................................................................. 3 credits
Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice. It provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 ................................................................. 3 credits
Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 ................................................................. 3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 ................................................................. 3 credits
Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogenesis, and the prevention of victimization, is included.

AJS 552 ................................................................. 3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 562 ................................................................. 3 credits
Organizational Risk and Incident Management
This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 572 ................................................................. 3 credits
Cyber Crimes and Information Systems Security
This course provides an overview of the nature of criminal activity that is facilitated through or that targets information systems. The course also reviews security measures that are designed to protect the software, hardware and data associated with information systems.

AJS 582 ................................................................. 3 credits
Public Policy Issues
This course addresses the development and influence of public policy with respect to specific justice and security issues facing the American society.

AJS 585 ................................................................. 3 credits
Concepts of Physical and Personal Protection
This course provides the student with an understanding of contemporary concepts of physical facility security and personal protection.
AJS 592 .................................................................3 credits
Forensic Science and Psychological Profiling
This course provides the student with a fundamental understanding of forensic science and technology, psychological profiling, and the application of scientific methodologies to the investigative process.

AJS 595.................................................................3 credits
Program Development and Evaluation
This course prepares the student to identify operational goals and to design programs with associated policies and procedures required for the successful achievement of performance objectives.
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: Online, depending on state of residence. 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**

<table>
<thead>
<tr>
<th>Management, 3 total credits</th>
<th>MGT 521</th>
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<tbody>
<tr>
<td>Management</td>
<td></td>
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<tr>
<td>Human Capital Management, 3 total credits</td>
<td>HRM 531</td>
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<tr>
<td>Human Capital Management</td>
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<tr>
<td>Business Law, 3 total credits</td>
<td>LAW 531</td>
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<td>Business Law</td>
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<tr>
<td>Organizational Leadership, 3 total credits</td>
<td>LDR 531</td>
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<tr>
<td>Organizational Leadership</td>
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<tr>
<td>Quantitative Reasoning for Business, 3 total credits</td>
<td>QRB 501</td>
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<tr>
<td>Quantitative Reasoning for Business</td>
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<tr>
<td>Economics, 3 total credits</td>
<td>ECO 561</td>
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<td>Economics</td>
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<tr>
<td>Accounting, 3 total credits</td>
<td>ACC 561</td>
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<td>Accounting</td>
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<tr>
<td>Applied Business Research and Statistics, 3 total credits</td>
<td>QNT 561</td>
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<tr>
<td>Applied Business Research &amp; Statistics</td>
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<tr>
<td>Operations Management, 3 total credits</td>
<td>OPS 571</td>
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<td>Operations Management</td>
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<tr>
<td>Corporate Finance, 3 total credits</td>
<td>FIN 571</td>
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<td>Corporate Finance</td>
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<tr>
<td>Marketing, 3 total credits</td>
<td>MKT 571</td>
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<td>Marketing</td>
<td></td>
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<tr>
<td>Strategic Planning and Implementation, 3 total credits</td>
<td>STR 581</td>
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<tr>
<td>Strategic Planning &amp; Implementation</td>
<td></td>
</tr>
<tr>
<td>Accounting Concentration</td>
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</table>

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study. Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC 541-Accounting Theory & Research).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-acc.
University of Phoenix, 2012-2013

ACC 541 ~ .......................................................... 3 credits  
Accounting Theory & Research  
COM 530 ~ .......................................................... 3 credits  
Communications for Accountants  
ACC 542 ~ .......................................................... 3 credits  
Accounting Information Systems  
ACC 543 ~ .......................................................... 3 credits  
Managerial Accounting & Legal Aspects of Business  
ACC 544 ~ .......................................................... 3 credits  
Internal Control Systems  
ACC 545 ~ .......................................................... 3 credits  
Financial Reporting  
ACC 546 ~ .......................................................... 3 credits  
Auditing  
ACC 547 ~ .......................................................... 3 credits  
Taxation  
ACC 548 ~ .......................................................... 3 credits  
Not-for-Profit & Government Accounting  
ACC 556 ~ .......................................................... 3 credits  
Forensic Accounting  
ACC 557 ~ .......................................................... 3 credits  
Accounting Ethics  

Students who select an Accounting Concentration may not educationally qualify to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s Accounting Concentration.

Energy Management Concentration  

MBA students may earn a concentration in Energy Management (EM) by completing at least 15 credit hours of course work in Energy Management.

Students earning an EM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the EM concentration.

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

EM 555 ~ .......................................................... 3 credits  
Energy Sector Management  
EM 565 ~ .......................................................... 3 credits  
Financial Management in the Energy Sector  
EM 575 ~ .......................................................... 3 credits  
Energy Economics  
EM 585 ~ .......................................................... 3 credits  
Marketing Energy  
EM 595 ~ .......................................................... 3 credits  
Strategic Planning and Implementation for the Energy Sector

Global Management Concentration  

MBA students may earn a concentration in Global Management (GM) by completing at least 15 credit hours of course work in Global Management.

Students earning a GM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the GM concentration.

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

GMGT 510 ~ .......................................................... 3 credits  
Global Business Organization and Culture  
GMGT 520 ~ .......................................................... 3 credits  
External Environment of Global Business  
GMGT 530 ~ .......................................................... 3 credits  
Internal Environment of Global Business  
GMGT 540 ~ .......................................................... 3 credits  
Global Strategy Formulation and Implementation  
CAP GM591 ~ .......................................................... 3 credits  
Cases in Cross-Border Management

Health Care Management Concentration  

MBA students may earn a concentration in Health Care Management (HCM) by completing at least 15 credit hours of course work in Health Care Management.

Students earning a HCM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the HCM concentration.

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

HCS 531 ~ .......................................................... 3 credits  
Health Care Organizations and Delivery Systems  
HCS 533 ~ .......................................................... 3 credits  
Health Information Systems  
HCS 545 ~ .......................................................... 3 credits  
Health Law and Ethics  
HCS 588 ~ .......................................................... 3 credits  
Measuring Performance Standards  
HCS 586 ~ .......................................................... 3 credits  
Health Care Strategic Management

Human Resource Management Concentration  

MBA students may earn a concentration in Human Resource Management (HRM) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a HRM concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the HRM concentration coursework.

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

HRM 546 ~ .......................................................... 3 credits  
Human Resource Law  
HRM 558 ~ .......................................................... 3 credits  
Research in Human Resource Management  
HRM 548 ~ .......................................................... 3 credits  
Recruitment and Retention Practices
HRM 552 ~ Organizational Training and Development .......................... 3 credits
MKT 554 ~ Integrated Marketing Communications .............................. 3 credits
HRM 595 ~ Occupational Health and Safety ........................................ 3 credits
HRM 593 ~ Human Resource Capstone Course ................................. 3 credits

Marketing Concentration

MBA students may earn a concentration in Marketing (MKT) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study.

Students earning a MKT concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the MKT concentration (3 of which must include MKT 593-Product Design and Development Course).

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

PM 571 ~ Project Management ................................................................. 3 credits
PM 582 ~ Project Leadership ................................................................. 3 credits
PM 584 ~ Project Risk Management ....................................................... 3 credits
PM 586 ~ Project Quality Management ................................................ 3 credits
PM 598 ~ Project Management Capstone .............................................. 3 credits

Project Management Concentration

MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management. Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.

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

COM TM541 ~ Communications for Managers of Technology ................. 3 credits
PM 571 ~ Project Management ................................................................. 3 credits
TMGT 540 ~ Technology Management .................................................. 3 credits
PM 571 ~ Project Management ................................................................. 3 credits
PM 582 ~ Project Leadership ................................................................. 3 credits
PM 584 ~ Project Risk Management ....................................................... 3 credits
PM 586 ~ Project Quality Management ................................................ 3 credits
PM 598 ~ Project Management Capstone .............................................. 3 credits

Technology Management Concentration

MBA students may earn a concentration in Technology Management (TM) by completing at least 15 credit hours of coursework in Technology Management.

Students earning a TM concentration will complete a minimum of 51 credits (36 credits from the MBA required areas) which includes 15 credits from concentration coursework.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mba-tm.
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 GM51, 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 system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

**QRB 501** .................................................................3 credits

**Quantitative Reasoning for Business**

This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include the representation of quantities, time value of money, and measures of uncertainty.

**ECO 561** .................................................................3 credits

**Economics**

This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.
Course Descriptions for the Accounting Concentration

ACC 541 ................................................................. 3 credits
Accounting Theory & Research
This course is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder’s equity, and a program overview.

COM 530 ................................................................. 3 credits
Communications for Accountants
In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

ACC 542 ................................................................. 3 credits
Accounting Information Systems
In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.

ACC 543 ................................................................. 3 credits
Managerial Accounting & Legal Aspects of Business
In this course, students examine managerial accounting as part of the business’s accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

ACC 544 ................................................................. 3 credits
Internal Control Systems
In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545 ................................................................. 3 credits
Financial Reporting
This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.

ACC 546 ................................................................. 3 credits
Auditing
In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

ACC 547 ................................................................. 3 credits
Taxation
In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

ACC 548 ................................................................. 3 credits
Not-for-Profit & Government Accounting
In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the government accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.
ACC 556 ..................................................................................... 3 credits
Forensic Accounting
In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACC 557 ..................................................................................... 3 credits
Accounting Ethics
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

Course Descriptions for the Energy Management Concentration
EM 555 ..................................................................................... 3 credits
Energy Sector Management
This course integrates energy technology and management opportunities in the energy sector. Students will apply knowledge of the energy sector value change to identify a business opportunity. Other topics include renewable and non-renewable energy sources, science of energy, communications, energy sector terminology, corporate social responsibility, ethics, and negotiation.
EM 565 ..................................................................................... 3 credits
Financial Management in the Energy Sector
This course applies corporate finance concepts to make management decisions in the energy sector. Students analyze the financial merit of opportunities in renewable and non-renewable energy sources. Other topics include cash flows, business valuation, working capital, capital budgets, government sources, long-term financing, risk analysis and management, and financial planning.
EM 575 ..................................................................................... 3 credits
Energy Economics
This course applies economic concepts to make management decisions in the energy sector. Students apply concepts of supply and demand to create an economic model of a sub sector of the energy industry. Other topics include scarce resources, opportunity costs, profit maximization, market structure, macroeconomic measurement, money, trade, foreign exchange, regulatory issues, and economic analysis.
EM 585 ..................................................................................... 3 credits
Marketing Energy
This course prepares students to apply marketing concepts to affect public perception of energy alternatives. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, public relations and policy formulation.

EM 595 ..................................................................................... 3 credits
Strategic Planning and Implementation for the Energy Sector
This capstone course integrates concepts from all prior courses in the program and the energy management concentration. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage in an energy organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, risk management, interdependent organizational relationships, technology adoption, and scenario planning.

Course Descriptions for the Global Management Concentration
GMGT 510 ..................................................................................... 3 credits
Global Business Organization and Culture
This course examines the cultural and organization framework within which global business is conducted. Topics include sociocultural forces, cultural analysis, communication strategies, human resources investment and utilization, and managing across borders.
GMGT 520 ..................................................................................... 3 credits
External Environment of Global Business
This course explores issues and institutions that affect global business outside the direct control of the organization. Topics include country risk assessment, basis for trade and capital flows, exchange rate determination, international, national, and local organizations, regional integration, and conflict resolution of global trade disputes.
GMGT 530 ..................................................................................... 3 credits
Internal Environment of Global Business
This course examines issues and functions that global business faces within control of the organization. Topics include organizations forms of entry and exit, legal issues, marketing, finance, human resources, and risk management.
GMGT 540 ..................................................................................... 3 credits
Global Strategy Formulation and Implementation
This course develops strategy for global implementation. Topics include the role of global strategy in the organization, the current state and strategy choices, strategy selection, implementation and control issues, portfolio management, and case analysis.
CAP GM591 ..................................................................................... 3 credits
Cases in Cross-Border Management
This content area capstone course applies management concepts to a global environment. Students learn to evaluate opportunities and challenges in world wide market places. Case studies will be utilized to synthesize concepts from prior global management course work.
Course Descriptions for the Health Care Management Concentration

HCS 531 .................................................................................. 3 credits

Health Care Organizations and Delivery Systems
This course is a comprehensive approach to health care organizations and systems that provide the student with an in-depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.

HCS 533 .................................................................................. 3 credits

Health Information Systems
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 545 .................................................................................. 3 credits

Health Law and Ethics
Students explore and analyze current ethical issues such as a biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 588 .................................................................................. 3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 886 .................................................................................. 3 credits

Health Care Strategic Management
This is the capstone course for the graduate health care programs. The development and presentation of health care organization’s strategic plan will demonstrate mastery of the critical content as the principles relate to the health care industry. Special emphasis is placed upon consumer demand, market volatility, regulatory and fiscal constraints from the perspective of strategic management.

The learner will demonstrate understanding of the critical importance of strategic management and planning within the dynamic, complex, and evolving nature of the health care industry.

Course Descriptions for the Human Resource Management Concentration

HRM 546 .................................................................................. 3 credits

Human Resource Law
This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.

HRM 558 .................................................................................. 3 credits

Research in Human Resource Management
This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.

HRM 548 .................................................................................. 3 credits

Recruitment and Retention Practices
This course prepares students to evaluate and develop a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552 .................................................................................. 3 credits

Organizational Training and Development
This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.

HRM 554 .................................................................................. 3 credits

Occupational Health and Safety
This course applies health and safety principles to reduce hazards to a productive work environment. Students create a prevention program to promote occupational safety and health. Other topics include injury and illness compensation, safety risks, security risks, workplace violence, health and safety practices, emergency response plans, and issues related to substance abuse.

HRM 595 .................................................................................. 3 credits

Human Resource Capstone Course
This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.
**Course Descriptions for the Marketing Concentration**

**MKT 544** .......................... 3 credits  
Integrated Marketing Communications  
This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

**MKT 554** .......................... 3 credits  
Consumer Behavior  
This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, and consumer protection.

**MKT 552** .......................... 3 credits  
Technology Applications and e-Marketing  
This course prepares students to integrate technology in marketing functions. Students design the organization and content of a website to accomplish one or more marketing objectives. Topics include basics of the World Wide Web, bandwidth, servers and storage, e-Marketing, e-Commerce, and targeting customers.

**MKT 562** .......................... 3 credits  
Advanced International Marketing  
This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.

**MKT 593** .......................... 3 credits  
Product Design and Development  
In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.

**Course Descriptions for the Project Management Concentration**

**PM 571** .......................... 3 credits  
Project Management  
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.

**PM 582** .......................... 3 credits  
Project Leadership  
This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

**PM 584** .......................... 3 credits  
Project Risk Management  
This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

**PM 586** .......................... 3 credits  
Project Quality Management  
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.

**PM 598** .......................... 3 credits  
Project Management Capstone  
In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.

**Course Descriptions for the Technology Management Concentration**

**COM TM541** .......................... 3 credits  
Communications for Managers of Technology  
This course prepares graduate students to apply communication principles to the roles they play as technology managers. Students learn how to effectively communicate technical issues to non-technical stakeholders in a business environment. Other topics include the role of perception in communication, techniques to enhance group communication, aligning communication to an audience, cross-border communications, and ethics in organizational communications.

**PM 571** .......................... 3 credits  
Project Management  
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.

**TMGT 540** .......................... 3 credits  
Management of R&D and Innovation Processes  
This course explores the role of research and development (R&D) as a means to provide future survival and growth for the organization as the lifecycle of existing products and/or services matures to obsolescence. Also introduced are techniques used to stimulate and manage innovation in the workplace.

**TMGT 550** .......................... 3 credits  
Technology Transfer in the Global Economy  
This course introduces the student to the concept of multinational enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilize technology transfer within global business to meet the goals of the strategic plan.
### Program Category Requirements for the MPA

**Public Administration Management, 12 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MGT 522</td>
<td>Public Administration - Institutions and Processes</td>
<td>3</td>
</tr>
<tr>
<td>MGT 572</td>
<td>Public Policy Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>MGT 582</td>
<td>Public Administration Applied Project</td>
<td>3</td>
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**Public Administration Economics, 3 total credits**

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ECO 572</td>
<td>Public Budgeting</td>
<td>3</td>
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**Public Administration Law, 3 total credits**

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<tbody>
<tr>
<td>LAW 562</td>
<td>Leading Organizational Development in the Public Sector</td>
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**Public Administration Accounting, 3 total credits**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACC 574</td>
<td>Program Evaluation</td>
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**Leveraging Technology in the Public Sector**

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<tbody>
<tr>
<td>TMGT 590</td>
<td>Applications of Technology Management</td>
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**Public Administration Human Resource Management, 3 total credits**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>HRM 532</td>
<td>Human Capital Development in the Public Sector</td>
<td>3</td>
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**Public Administration Leadership, 3 total credits**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>LDR 532</td>
<td>Leading Organizational Development in the Public Sector</td>
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**Public Administration Research and Statistics, 6 total credits**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>QNT 562</td>
<td>Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>RES 562</td>
<td>Data Analysis for Public Policy and Management</td>
<td>3</td>
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**Public Administration Applied Project**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT TM562</td>
<td>Applications of Technology Management</td>
<td>3</td>
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**Public Administration Communications, 3 total credits**

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<th>Credits</th>
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<tbody>
<tr>
<td>COM PA530</td>
<td>Communications for Public Administrators</td>
<td>3</td>
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**Public Administration Applied Project**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MGT TM562</td>
<td>Applications of Technology Management</td>
<td>3</td>
</tr>
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</table>

**Additional Admission Requirements for the MPA**

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 MPA**

The degree requirements for this program are the following:

- A minimum of 36 graduate credits.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Public Administration.
Residency Requirements and Course Waivers for the MPA

Completion of a minimum of 27 credit of the required course of study to meet University residency requirements. Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a "B" (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Public Administration Applied Project (MGT 582) may not be waived.

Course Descriptions for the MPA

MGT 522 .................................................................3 credits

Public Administration - Institutions and Processes
This course applies the tools available to UPX graduate students and the competencies of successful managers to understand the functions of public administration. Students will distinguish the dichotomy between the political system and public administration in the creation and implementation of public policy. Other topics, at the state and local level, include executive & legislative branches of government, the evolution of public administration, intergovernmental relationships, and fiscal sources & uses.

MGT 572 .................................................................3 credits

Public Policy Planning and Implementation
This course prepares students to trace the development of a public policy. For a selected policy, students will analyze the policy making process and the challenges that accompany each stage. Other topics, at the state and local level, include public policy planning, policy evaluation, and stakeholder conflicts.

MGT 582 .................................................................3 credits

Public Administration Applied Project
This capstone course prepares students to improve existing policies. Students will evaluate existing policy and recommend improvements and recommend changes to improve efficiency and effectiveness. Other topics, at the state and local level, include policy creation, policy evaluation, and nontraditional/innovative solutions in the public sector.

MGT TM562 ............................................................3 credits

Leveraging Technology in the Public Sector
This course prepares students to leverage technology in support of effective and efficient administration of government. Students will apply technology concepts to enhance self-service tools for citizens while providing data security and respecting privacy concerns. Other topics, at the state and local level, include mobility, database interconnectivity, Internet, intranet & extranet, and data maintenance & retrieval.

RES 562 .................................................................3 credits

Policy and Program Evaluation
This course prepares students to apply techniques to evaluate public sector programs. Students will evaluate policy alternatives using analytical tools. Other topics, at the state and local level, include measures of effectiveness, benchmarks, baselines, performance standards, and customized stakeholder communication.

QNT 562 .................................................................3 credits

Data Analysis for Public Policy and Management
This course prepares students to analyze information and present it appropriately to diverse stakeholder groups. Students will design research instruments and collect data to measure and analyze effectiveness and efficiency in the delivery of public sector goods and services. Other topics, at the state and local level, include pre-testing, post testing, correlation, and forecasting.

HRM 532 .................................................................3 credits

Human Capital Development in the Public Sector
This course prepares students to apply human capital development concepts in a public sector. Students will outline plans for managing human capital in an environment of political appointment. Other topics, at the state and local level, include recruitment, development & retention of employees, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic.

LDR 532 .................................................................3 credits

Leading Organizational Development in the Public Sector
This course prepares students to lead change in the public sector. Students will apply leadership theories in the bureaucratic public sector considering the unique role of power and politics. Other topics, at the state and local level, include culture in the public sector, group behavior, financial and nonfinancial motivation, and workplace conflict.

LAW 562 .................................................................3 credits

Law and Public Administration
This course prepares students to apply legal concepts in public administration. Students will analyze legislative and judicial processes in the administration of state and local governments. Other topics, at the state and local level, include enabling laws, regulatory review, open-meeting/sunshine provisions, adjudication, and the Administrative Procedures Act.

ACC 574 .................................................................3 credits

Public Budgeting
In this course students learn the accounting and budgeting tools and theories used in the public sector. Students will analyze the relationship between public policy and the public budget process. Other topics, at the state and local level, include budgetary decision making, basics of government and not-for-profit accounting, reporting, capital and operating expenditures, and inter-period equity.

ECO 572 .................................................................3 credits

Public Finance
This course prepares students to apply the principles of economics to the public sector. Students will create a plan for a public-private partnership to deliver a public good or service. Other topics, at the state and local level, include microeconomics in the public sector, basic macroeconomic variables, monetary policy, income redistribution, multilevel government financing, bond issuance, role of nonprofits, and tax efficiency, equity, and incidence.
COM PA530 ................................................................. 3 credits

Communications for Public Administrators
This course prepares students to communicate with multiple stakeholders and public media. Students will apply communication concepts to create messages that are sensitive to the opinions and positions of disparate groups. Other topics, at the state and local level, include uniqueness of public sector communications, public involvement, and internal & external communications.

Master of Management

The following Master of Management (MM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Management degree program promotes the development of management competencies through the practical application of theory, business and management diagnostics, and the formulation of creative management and consulting solutions. Students will acquire a wide range of tools, concepts and methodologies to design, conduct, and follow through on successful consulting practices. In addition, students will be able to actively develop their interpersonal and business-related management skills in order to foster leadership, creative thinking, collegiality, and teamwork ability in an international context. The Master of Management will provide students with first-hand knowledge of the tools and techniques used by successful consultants in the competitive management consulting industry.

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

MM Program Category Requirements

Consulting, 3 total credits
MGT 527 ......................................................................... 3 credits

Organizational Communications, 3 total credits
COM 537 ~ ................................................................. 3 credits
Organizational Communications
LDR 535 ~ .................................................................... 3 credits
Leading Change

Global Management, 3 total credits
MGT 538 ~ ..................................................................... 3 credits
Managing in a Cross-cultural Environment
Negotiation, 3 total credits
MGT 557 ~ ..................................................................... 3 credits
Negotiation, Power, and Politics
Research, 3 total credits
QNT 565 ~ ...................................................................... 3 credits
Research Methods, Design, and Analysis

Ethics and Social Responsibility, 3 total credits
MGT 567 ~ ...................................................................... 3 credits

Business Law, 3 total credits
LAW 575 ~ ..................................................................... 3 credits

Project Quality Management, 3 total credits
PM 586 ~ ...................................................................... 3 credits

Project Budget and Finance
Strategic Marketing, 3 total credits
MKT 575 ~ ..................................................................... 3 credits
Marketing Strategy
Public Relations, 3 total credits
MKT 578~ ....................................................................... 3 credits

Public Relations
Organizational Design, 3 total credits
ORG 581 ~ ..................................................................... 3 credits

Organizational Design
Consulting Project, 3 total credits
MGT 598 ~ ..................................................................... 3 credits

Consulting Project

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

Additional Admission Requirements for the MM
All applicants are expected to meet the following admissions requirements:

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• No work experience is required for this program.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MM
The degree requirements for this program are the following:

• A minimum of 42 graduate credits must be completed to meet all areas of the required course of study.
• A minimum grade point average (GPA) of 3.0.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as:

Master of Management
Residency Requirements and Course Waivers for the MM
The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.
Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years with a “B” (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses may not be waived from the degree program: MGT 527, MGT 598
The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.
All credit-bearing doctoral courses must be completed with a grade of “B-” or better. Students who earn a grade lower than a “B-” will not receive credit for the course and will not be able to use the bridge course to waive credits upon enrollment in a doctoral program.

Course Descriptions for the MM
MGT 527 ..........................................................3 credits
Consulting
This course applies the tools available to University of Phoenix graduate students and the competencies of successful individuals who exercise influence within an organization but have no direct authority to make changes or implement programs. Students learn their own perceptions and values to communicate more effectively with others. Other topics include Master of Management program goals, argument construction, decision making, collaboration, and academic research.
COM 537 .............................................................3 credits
Organizational Communications
This course prepares graduate students to apply written and oral communication principles to the roles they play as managers. Students will learn how to persuade a variety of stakeholders to commit to a proposal. Other topics include the role of perception in communication, techniques, aligning communication to an audience, business justifications, presenting data, and ethics in organizational communications.
LDR 535 .............................................................3 credits
Leading Change
This course applies leadership concepts to create organizational change. Students will create a plan to lead an organizational change in which they have no direct authority over necessary decisions. Other topics include leadership theories, organizational theory, levels of organizational change, and transformation leadership.
MGT 538 .............................................................3 credits
Managing in a Cross-cultural Environment
This course prepares students to persuade decision makers across global dimensions of culture. Students will create a training plan for enhancing cultural awareness and tolerance within a cross-border organization. Other topics include cross-cultural communication, differences in decision making, values, motivation, and leadership.
MGT 557 .............................................................3 credits
Negotiation, Power, and Politics
This course prepares students to achieve organizational objectives through formal and informal channels. Students will create a plan to achieve a goal by applying negotiation skills within the formal and informal structures of an organization. Other topics include coalitions, types of power, liaison roles, and persuasion.
QNT 565 .............................................................3 credits
Research Methods, Design and Analysis
This course applies research and probability concepts to project management decisions. Students will evaluate feasibility, manage risk, and measure outcomes for a project. Other topics include measures of central tendency & dispersion, program evaluation, research design, data sampling, and analysis & presentation.
MGT 567 .............................................................3 credits
Ethics and Social Responsibility
This course prepares students to align an organization’s social responsibility initiatives with its values. Students will create a proposal for an organization that aligns corporate social initiatives with its values. Other topics include ethics, values awareness, and evaluating the results of social initiatives.
LAW 575 .............................................................3 credits
Business Law for Consultants
This course prepares students to evaluate the legal risks associated with business consulting. Students will create proposals to manage an individual’s legal exposure when performing consulting work. Other topics include the legal system, alternative dispute resolution, enterprise liability, international law, business risks, intellectual property, legal forms of business, and governance.
PM 586 .............................................................3 credits
Project Quality Management
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.
FIN 575 .............................................................3 credits
Project Budget and Finance
This course applies finance concepts to evaluate and manage projects. Students will prepare a plan to obtain funding and manage a project budget. Other topics include return on investment, cost classification, debt and equity financing, and project cash flows.
MKT 575 ................................................................. 3 credits
Marketing Strategy
This course prepares students to evaluate marketing and strategic choices of an organization. Students will analyze a series of case studies to recommend changes needed to achieve organizational marketing goals and strategy. Other topics include generic & grand strategies, strategic analysis, competitive advantage, consumer behavior, and branding.

MKT 578 ................................................................. 3 credits
Public Relations
This course prepares students to evaluate the use of public relations in meeting organizational objectives. Students will create a response to a given public relations challenge. Other topics include media relations; promotion; public relations tools, publicity, and ethics.

ORG 581 ................................................................. 3 credits
Organizational Design
This course prepares students to design organizations that adapt to environmental changes through innovation. Students will prepare a plan to incorporate innovation into organizational design to align an organization with a change in strategy. Other topics include the learning organization, authority & control, specialization & coordination, entrepreneurship, and lateral organizations.

MGT 598 ................................................................. 3 credits
Consulting Project
This course applies student understanding of organizations and project management to the development of a consulting project. The course requires students to synthesize and integrate theory and practice from all prior courses in the program.

Master of Science in Accountancy
The following Master of Science in Accountancy (MSA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Accountancy (MSA) provides the breadth of knowledge for the professional accountant. Students master the theory and principles that frame a wide range of problems and issues encountered in the accounting profession. This program is designed for accountants and non-accountants who are preparing for a professional certification in accounting such as the uniform Certified Public Accountant (CPA) exam. This degree will allow students to seek positions in such career areas as accounting, auditing, and budgeting.

The MSA consists of 36 credit hours. Thirty credit hours constitute the core curriculum which covers the following areas of accounting: accounting theory and research, accounting information systems, managerial accounting and legal aspects of business, internal control systems, financial reporting, auditing, taxation, not-for-profit and government accounting, forensic accounting, and accounting ethics. The core courses were designed based upon the standards proposed by the National Association of State Boards of Accountancy (NASBA). Additionally, six credit hours make up the financial accounting and communication proficiency courses.

The proficiency courses are required for students who have not completed previous coursework in financial accounting or communications.

This program addresses the goals of the American Institute of Certified Public Accountants (AICPA) Vision Project for the professional values, communications and leadership skills, strategic and critical thinking skills, and technology skills (The American Institute of Certified Public Accountants, 2007). In addition, the program meets the University of Phoenix learning goal of collaboration. A key feature of this program is the utilization of the CPA Test Prep software, which is integrated throughout the core program.

Note: Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful student to qualify within the student’s specific jurisdiction. Potential applicants should check with the appropriate organization within their jurisdiction to determine if this program, combined with their undergraduate degree and any other specific criteria, meets the requirements to qualify for examination in that specific jurisdiction. States frequently change their requirements for examination. There is no assurance that at the time of degree completion the specific jurisdiction’s requirements will be consistent with the requirements at the time of admission.

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/msa.

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

COM 530................................................................................. 3 credits
Communications for Accountants
ACC 537 ................................................................................. 3 credits
Financial Accounting
ACC 541 ~ ........................................................................ 3 credits
Accounting Theory & Research
ACC 542 ~ ........................................................................ 3 credits
Accounting Information Systems
ACC 543 ~ ........................................................................ 3 credits
Managerial Accounting & Legal Aspects of Business
ACC 544 ~ ........................................................................ 3 credits
Internal Control Systems
ACC 545 ~ ........................................................................ 3 credits
Financial Reporting
ACC 546 ~ ........................................................................ 3 credits
Auditing
ACC 547 ~ ........................................................................ 3 credits
Taxation
ACC 548 ~ ........................................................................ 3 credits
Not-for-Profit & Government Accounting
ACC 556 ~ ........................................................................ 3 credits
Forensic Accounting
ACC 557 ~ ........................................................................ 3 credits
Accounting Ethics
The University reserves the right to modify the required course of study.
Additional Admission Requirements for the MSA

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MSA

The degree requirements for this program are the following:
- A minimum of 36 graduate credits.
- A minimum program grade point average (GPA) of 3.0.

Academic Progression Requirements for the MSA

The competency course, ACC 537, must be satisfied prior to progressing into the MSA Core (ACC 541, ACC 542, ACC 543, ACC 544, ACC 545, ACC 546, ACC 548, ACC 556, ACC 557). The MSA competency course may be satisfied in the following ways:
- Successful completion of the University of Phoenix course, ACC 537.
- Successful completion of appropriate levels of undergraduate or graduate coursework from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent undergraduate degree earned at a recognized foreign institution no more than 10 years prior to enrolling at the University. For ACC 537, the appropriate level is six semester hours at the upper division or three semester hours at the graduate level in financial accounting.

Residency Requirements for the MSA

The University requires completion of a minimum of 21 graduate level credits at the University to meet residency requirements.

Course Competencies and Course Waivers for the MSA

Eligible students may satisfy the 2 competency courses (ACC 537, COM 530) using one of the following methods:
- Six semester credits of upper-division undergraduate coursework or three semester credits of graduate coursework in financial accounting that meets the following requirements will satisfy ACC 537:
  - The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university.
  - The coursework must have been completed with a C- or better, within the past ten (10) years from current program enrollment agreement sign date.
  - A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in the MSA Program.
- Six semester credits of upper-division undergraduate coursework or three semester credits of graduate coursework in communications that meets the following requirements will satisfy COM 530:
  - The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university.
  - The coursework must have been completed with a C- or better, within the past ten (10) years from current program enrollment agreement sign date.
  - A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in the MSA Program.

In addition to satisfying the competency courses using one of the approved methods, students may also waive a maximum of nine (9) credits in the MSA Core on the basis of prior graduate-level college coursework. The competency waivers do not apply toward the 9 credits waiver maximum.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: ACC 541

Course Descriptions for the MSA

COM 530 ................................................................. 3 credits

Communications for Accountants

In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

ACC 537 ................................................................. 3 credits

Financial Accounting

In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders’ equity, statement of cash flows, and error correction and accounting changes.
ACC 541  ................................................................. 3 credits
Accounting Theory & Research
This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder’s equity, and a program overview.
ACC 542  ................................................................. 3 credits
Accounting Information Systems
In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing the information system, and using the information system to perform audit functions.
ACC 543  ................................................................. 3 credits
Managerial Accounting & Legal Aspects of Business
In this course, students examine managerial accounting as part of the business’s accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.
ACC 544  ................................................................. 3 credits
Internal Control Systems
In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.
ACC 545  ................................................................. 3 credits
Financial Reporting
This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.
ACC 546  ................................................................. 3 credits
Auditing
In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit reporting and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.
ACC 547  ................................................................. 3 credits
Taxation
In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.
ACC 548  ................................................................. 3 credits
Not-for-Profit & Government Accounting
In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.
ACC 549  ................................................................. 3 credits
Forensic Accounting
In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.
ACC 550  ................................................................. 3 credits
Accounting Ethics
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.
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The College of Information Systems and Technology Programs offers the Master of Information Systems (MIS) degree.

Master of Information Systems

The following Master of Information Systems (MIS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Information Systems (MIS) program provides the knowledge to successfully apply information systems theory and principles to address real world business opportunities and challenges to meet the needs of today's information economy. Under the guidance of practitioner faculty, the graduate student will use innovative digital materials to understand the development and management of business systems within the organization, to understand and apply the principles of systems analysis and design, to analyze and evaluate emerging information technologies, to create project, risk, and information systems strategic plans.

For more information about our graduation rates, the median debt plans.

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

MIS Required Course of Study

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMGT 530</td>
<td>Information Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>IT 562</td>
<td>Organization Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CIS 568</td>
<td>Programming Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BSA 500 ~</td>
<td>Information Systems Concepts</td>
<td>3</td>
</tr>
<tr>
<td>BSA 502 ~</td>
<td>Business Systems I</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 554</td>
<td>Business Systems II</td>
<td>3</td>
</tr>
<tr>
<td>IT 555 ~</td>
<td>IT Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 556</td>
<td>Systems Analysis &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 557</td>
<td>Enterprise Models</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 558 ~</td>
<td>Emerging Technologies &amp; Issues</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 559</td>
<td>Database Management</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 560</td>
<td>CIS Project Management</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 562</td>
<td>CIS Strategic Planning</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 563</td>
<td>Security &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 564</td>
<td>IS Integration</td>
<td>3</td>
</tr>
</tbody>
</table>

The degree requirements for this program are the following:

- Completion of a minimum of 42 credits of the required course of study to meet University residency requirements.
- A minimum grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as follows: Master of Information Systems

Residency Requirements and Course Waivers for the MIS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 27 credits in the Required Course of Study, must be completed at University of Phoenix.

In order to waive a course in the major course of study, the student must have completed a previous course which meets the following criteria:
- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.

For more information, please visit our website at http://www.phoenix.edu/programs/mis.

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

Additional Admission Requirements for the MIS

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 comparable undergraduate bachelor’s degree earned at a recognized foreign institution a graduate degree from or an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school work or volunteer experience with exposure to organizational systems and management processes is required.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Requirements for the MIS

Residency Requirements and Course Waivers for the MIS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 27 credits in the Required Course of Study, must be completed at University of Phoenix.

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

Students may satisfy CIS 568 Information Systems Concepts and CSS 562 Programming Concepts in the following ways:
• Successful completion of CIS 568 Information Systems Concepts and CSS 562 Programming Concepts.
• Comparable undergraduate or graduate coursework completed at University of Phoenix.
• Comparable undergraduate or graduate coursework completed within the past five (5) years at a regionally or nationally approved accredited college or university with a grade of C- or better. A Waiver form must be filled out by the student’s Academic Representative indicating the prior coursework being used to satisfy these courses.

The following courses in the required course of study may not be waived: CMGT 530, CMGT 583.

Course Descriptions for the MIS
CMGT 530 ................................................................. 3 credits

IT Organizational Behavior
This course provides strategies for academic success within the University of Phoenix and addresses managerial communication and ethics. Topics include Professional Competence and Values, Critical Thinking and Problem Solving, Communication, Collaboration and Information Utilization.

CSS 562 ................................................................. 3 credits

Programming Concepts
This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.

CIS 568 ................................................................. 3 credits

Information Systems Concepts
This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

BSA 500 ................................................................. 3 credits

Business Systems I
This course introduces business systems. The course first reviews the basics of the business environment and influences on that environment. Then accounting and finance business systems are reviewed.

BSA 502 ................................................................. 3 credits

Business Systems II
This course reviews the following business systems: marketing, sales, human resources, operations and legal. Emphasis is placed upon the inputs and outputs of information systems and the potential for integration of the systems.

CMGT 554 ................................................................. 3 credits

IT Infrastructure
This course focuses on the managerial level of knowledge and terminology for telecommunications and computer networks. This course covers the concepts and application of the internet; server and storage architectures; and regulatory considerations.

CMGT 555 ................................................................. 3 credits

System Analysis & Development
This course provides a solid background in analysis and design techniques for business system and application software development. Although System Development Life Cycle (SDLC) is fundamental to the course, other methodologies and tools are examined from a managerial perspective.

CMGT 556 ................................................................. 3 credits

Enterprise Models
This course provides a process view of the organization from several perspectives including enterprise resource planning (ERP), supply chain management (SCM), and customer relationship management (CRM) system.

CMGT 557 ................................................................. 3 credits

Emerging Technologies & Issues
The course examines how to identify emerging technology, the related issues and their potential impact on the organization. This examination provides an understanding of both the technical and managerial issues including the strategic implications associated with emerging technologies.

DBM 502 ................................................................. 3 credits

Database Management
The course focuses on database management systems from a managerial perspective. Emphasis is placed on developing a strategy for managing and organizing corporate data, including data warehousing, to support the business activities of the organization. The course uses Microsoft Access and simulations of Oracle software.

CMGT 557 ................................................................. 3 credits

CIS Project Management
This course will provide both theory and application of the skills required for project management. Topics covered include: identifying deliverables, determining work breakdown structure, estimating resource and cost requirements, resource management, scheduling techniques, schedule control methods, pert and gantt charts. Ms project, a project management application, will be used extensively at this course.

CMGT 578 ................................................................. 3 credits

CIS Strategic Planning
This course provides the knowledge and skills to develop effective short, intermediate and long-range strategic information technology plans. Course topics include the need for and responsibilities of an Information Technology Steering Committee, the relationship of information systems planning to the overall organizational mission, goals and assessment of the organization’s current state, determination of information technology, project and management requirements, and the means of prioritizing and selecting information technology projects.
CMGT 582 ............................................................................... 3 credits
Security & Ethics
The ethical issues examined in the course will include information privacy, accessibility, and ownership from an organizational perspective. Information laws, regulations and compliance requirements will be examined in this course as well as the considerations for creating a safe digital environment within the organization.

CMGT 583 ............................................................................... 3 credits
IS Integration
This course will focus on the integration of the IS function and the information technology architecture within the enterprise. The alignment of IT with the strategy of the organization will be examined considering the decisions related to information technology architecture.

CIS 568 .................................................................................... 3 credits
Information Systems Concepts
This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.

CSS 562 .................................................................................... 3 credits
Programming Concepts
This course provides the conceptual foundation to develop computer software programs. Topics include program development processes, flowcharting, basic design, program structure (methods and events), Boolean logic, looping, recursion, lists and arrays.
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The College of Nursing was established to respond to the educational needs of registered nurses and health care professionals. The College offers working nurses and health care professionals opportunities to participate in degree programs developed to broaden their professional horizons. These programs are designed specifically for nurses and health care professionals who desire a repertoire of skills and knowledge necessary to respond effectively to today's dynamic health care environment. They also equip students with essential skills necessary to assume a leadership role in resolving the challenges being faced by health care organizations and personnel.

Each program has a blend of theory and practice which fosters a learning environment that allows students to build their knowledge base and to effectively and creatively apply what they have learned.

The MSN Programs are developed for nurses who want to ground their professional nursing decisions and actions with appropriate nursing theories, research principles, and practices. The MSN curriculum builds on baccalaureate education through the development of advanced practice roles of caregiver, teacher, and manager of care. In addition, there is a MSN/FNP Program and FNP Post-Masters Certificate available at selected University of Phoenix campuses.

The MSN/MHA and MSN/MBA/HC Dual Degree Programs allow nurses to blend advanced nursing concepts with business and management skills need in health care today.

International Nursing Honor Society

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

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

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

The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

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

Omicron Delta has close to 5,000 members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicron-delta.net.

Academic Progression Requirements for all Current Nursing Programs

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" test, plus alcohol drug test.

- For purposes of this policy, the following definitions apply:
  - Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  - Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
  - Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
  - Impaired means that a person's mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.
• Substance abuse means:
  - the consumption, possession, or distribution of alcohol or
  illegal drugs by any nursing student while on University
  or affiliated clinical site premises or while participating in
  any University (or affiliated clinical site) sponsored or
  related activity, including any nursing-related course or
  clinical training activity.
  - a nursing student’s use of alcohol or any drug in such a
    way that the student’s performance in any nursing course,
    including activities at any clinical site, is impaired.
• Prior to being assigned to a clinical placement and as a
  prerequisite for placement at any agency or health care facility
  the nursing student shall sign an agreement:
  - to abide by the drug policies and drug testing policies of the
    University and each agency or health care facility in which a
    student is assigned as applicable,
  - to submit to any ‘for cause’ drug testing required by the
    University and testing required by each agency or health
    care facility the nursing student obtains clinical hours, and
  - to release a copy of any and all drug test results to the
    University of Phoenix, Dean/Associate Dean of Nursing,
    other appropriate University officials, and to any State
    Board(s) of Nursing in which the student holds a nursing
    license or certificate, where required by the relevant State
    Board(s) of Nursing.
Failure to sign such agreement is grounds for refusal for
student admission and progression in the program.
• The College of Nursing requires students to obtain a 10 panel,
  plus alcohol drug test if the student's behavior in the clinical,
  classroom or laboratory setting creates facts that give rise to a
  reasonable suspicion of substance abuse, or indicates they are
  impaired by alcohol or drugs.
• If the results of the 10 panel, plus alcohol drug test is negative
  for alcohol or illegal drugs:
  - The student shall meet with their Campus College Chair,
    Director of Nursing, or NP Program Manager within 24
    hours or by the first business day following the test results to
    discuss the circumstances surrounding suspected behavior.
  - The Campus College Chair, Director of Nursing, or NP
    Program Manager will counsel the student regarding return
    to the classroom and clinical agency. The preliminary
    investigation will cease and the student will be released from
    further action at that time.
  - The Campus College Chair, Director of Nursing, or NP
    Program Manager will arrange for the student to make up
    the missed clinical hours.
• If the results of the 10 panel, plus alcohol drug test is positive
  for alcohol or illegal drugs:
  - A full review by the Office of Dispute Management and
    Apollo Ethics and Compliance shall be conducted. Students
    who test positive for alcohol or illegal drugs will not be
    permitted to return to any clinical setting pending
    conclusion of the review. The findings may result in student
    dismissal from the nursing program and expulsion from the
    University.
  - The results of the positive test for alcohol or illegal drugs
    shall be reported to the applicable State Board(s) of Nursing,
    if required by the applicable State Board(s), by the Campus
    College Chair, Director of Nursing, or NP Program Manager.
  • If the results of the 10 panel, plus alcohol drug test(s) are
    positive for a prescribed drug(s) but not those that would be
    defined as illegal in the definitions above:
  - The student shall, within three (3) business days, obtain a
    written statement from their treating, licensed health care
    provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
    - the drug level is within prescribed limits.
    - the level does not indicate abuse.
    - the student’s use of the drug as prescribed will not interfere
      with safe practice in the clinical area.
  This statement must be provided to the Campus College Chair,
  Director of Nursing, or NP Program Manager. If the statement is
  approved, then the test result will be deemed acceptable and not
  failed for these purposes.
  - The failure of a student to provide the above statement or a
    health care provider's inability to provide a statement
    meeting the requirements above shall be treated as a positive
    test for an illegal drug.
  - Students who refuse to submit to a "for-cause" drug test will not
    be allowed to return to any clinical setting pending conclusion
    of a full review by the Office of Dispute Management and
    Apollo Ethics and Compliance. The findings may result in
    dismissal from the nursing program and expulsion from the
    University. The results of a positive test for illegal drugs as
    defined herein or a refusal to undergo a required drug test will
    be reported to the applicable State Board of Nursing, where
    required by the applicable State Board(s) of Nursing's statute(s)
    or regulation(s).
  - Students must also adhere to any other additional policies
    prescribed by the clinical agency. It is the sole responsibility
    of the student to read and acknowledge the requirements of the
    clinical health care facility in addition to University policy.
  - All costs associated with the drug test, including any
    transportation costs to or from the drug testing facility, will be
    the responsibility of the student.
  - University of Phoenix, College of Nursing, campus officials may
    be required to report all failed drug tests to each State Board of
    Nursing in which the student holds a nursing license or
    certificate. Campus officials shall report test results to all
    applicable State Boards of Nursing as described in the
    applicable Board’s statutes and/or regulations.
**Master of Science in Nursing**

The following Master of Science in Nursing (MSN) program may be offered at these University of Phoenix campus locations: Online, depend on state of residence. 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 Nursing (MSN) program, accredited by the Commission on Collegiate Nursing Education (CCNE)* enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares nurses for advanced practice to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in specific area of content or advanced practice role. Thirty-nine credits are required for completion of the degree. The MSN program is 39 credits. The course sequence will be completed in the order determined by the University. The University reserves the right to modify and/or resequence the curriculum as necessary. All course work must be completed satisfactorily or be repeated. All courses in which an “F” was earned must be repeated.

### MSN Required Course of Study

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HCS 504</td>
<td>Introduction to Graduate Study in Health Sciences/Nursing</td>
<td>1</td>
</tr>
<tr>
<td>HCS 587</td>
<td>Creating Change Within Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NUR 513</td>
<td>Theoretical Foundations of Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 531</td>
<td>Influencing the Future of Nursing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR 588</td>
<td>Developing and Evaluating Educational Programs</td>
<td>3</td>
</tr>
<tr>
<td>NUR 590A</td>
<td>Nursing Practicum-A</td>
<td>1</td>
</tr>
<tr>
<td>NUR 542</td>
<td>Dynamics of Family Systems</td>
<td>2</td>
</tr>
<tr>
<td>NUR 544</td>
<td>Population-Focused Health Care</td>
<td>3</td>
</tr>
</tbody>
</table>

*One DuPont Circle NW, Suite 530, Washington DC 20036-1120; (202) 887-6791.

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

**Additional Admission Requirements for the MSN**

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.
- Current employment is not a requirement for admission.
• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

• Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the international version of the degree: MSN-I. Students must sign a new Enrollment Agreement for the international version of the degree, and must maintain an active, unencumbered nursing license in the U.S. or its territories. Students must notify their campus representative within thirty (30) days after moving to a new location outside the US, update their profile to reflect the new international address, and must have a nursing license to practice nursing in the country where they are residing for the MSN practicum or its territories. Students must notify their campus representative within thirty (30) days after moving to a new location outside the US, update their profile to reflect the new international address, and must have a nursing license to practice nursing in the country where they are residing for the MSN practicum or the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

Minimum Grade Requirements for the MSN
• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Degree Requirements for the MSN
• Completion of a minimum of 39 credits (48 credits for the MSN bridge).
• A minimum program grade point average (GPA) of 3.0.

Grades earned in MSN bridge courses are calculated in the MSN grade point average (GPA).
• The diploma awarded for these programs will read as follows: Master of Science in Nursing

Residency Requirements and Course Waivers for the MSN
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the required course of study, must be completed at University of Phoenix. Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  • The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A/B
**Course Descriptions for the MSN**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 504</td>
<td>Introduction to Graduate Study in Health Sciences/Nursing</td>
<td>1 credit</td>
</tr>
<tr>
<td>HCS 587</td>
<td>Creating Change Within Organizations</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 571</td>
<td>Financial Resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 578</td>
<td>Leadership and Management in Nursing and Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 513</td>
<td>Theoretical Foundations of Practice</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 518</td>
<td>Influencing the Future of Nursing and Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 531</td>
<td>Financial Decision-Making</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 544</td>
<td>Dynamics of Family Systems</td>
<td>2 credits</td>
</tr>
<tr>
<td>NUR 588</td>
<td>Developing and Evaluating Educational Programs</td>
<td>3 credits</td>
</tr>
<tr>
<td>NUR 590A</td>
<td>NUR 598</td>
<td>1 credit</td>
</tr>
</tbody>
</table>

**Dynamics of Family Systems**

Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

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<tr>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>NUR 598</td>
<td>Research Utilization Project</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Population-Focused Health Care**

Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 587</td>
<td>Analysis of Research Reports</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Leadership and Management in Nursing and Health Care**

Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 590B</td>
<td>Nursing Practicum-B</td>
<td>2 credits</td>
</tr>
</tbody>
</table>

**Research Utilization Project**

This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HCS 578</td>
<td>Ethical, Legal, and Regulatory Issues in Health Care</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**Ethical, Legal, and Regulatory Issues in Health Care**

Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.
HCS 588 ................................................................. 3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

NUR 403 ................................................................. 3 credits

Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 443 ................................................................. 3 credits

Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440 ................................................................. 3 credits

Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

Master of Science in Nursing/International

The following Master of Nursing/International (MSN/I) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Nursing/International program enhances the knowledge and skills of registered nurses with baccalaureate degree preparation. The program prepares advanced practice nurses to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in a specific area of content or advanced practice role. Thirteen credits are required for completion of the degree. This degree is intended for non-US residents and does not prepare the students for U.S. licensure.

*Commission on Collegiate Nursing Education (CCNE).

MSN/I Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.

HCS 504 ................................................................. 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

NUR 513 ~ ................................................................. 3 credits
Theoretical Foundations of Practice

NUR 518 ~ ................................................................. 3 credits
Analysis of Research Reports

HCS 571 ~ ................................................................. 3 credits
Financial Resource Management

NUR 531 ~ ................................................................. 3 credits
Influencing the Future of Nursing and Health Care

NUR 588 ~ ................................................................. 3 credits
Developing and Evaluating Educational Programs

HCS 587 ~ ................................................................. 3 credits
Creating Change within Organizations

NUR 544 ~ ................................................................. 3 credits
Population-focused Health Care

NUR 590A ~ ................................................................. 1 credit
Nursing Practicum - A

NUR 587 ~ ................................................................. 3 credits
Leadership and Management in Nursing and Health Care

NUR 542 ~ ................................................................. 2 credits
Dynamics of Family Systems

NUR 598 ~ ................................................................. 3 credits
Research Utilization Project

NUR 590B ~ ................................................................. 2 credits
Nursing Practicum - B

HCS 588 ~ ................................................................. 3 credits
Measuring Performance Standards

HCS 578 ~ ................................................................. 3 credits
Ethical, Legal and Regulatory Issues in Health Care

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

Nursing Practicum/CliniCal Hours
The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.

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Additional Admission Requirements for the MSN/I

- Applicants must be residents outside of the United States or approved US Territories. Applicants residing in the Commonwealth of Puerto Rico must enroll in the International version. Program will be offered only through the Online Campus.

Students residing in Canada must enroll in International version, unless they have a valid, unrestricted, unencumbered RN license from the United States.

All Canadian students must complete the Canadian License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.

All students, with the exception of students residing in Canada, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalence.

Nurses with a Puerto Rico License must obtain US licensure for admission.

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- A signed Foreign Nursing Memo of Understanding.
- Signed Criminal Background Check Disclosure.
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure.
- Signed FERPA Release/Drug Test or Failure to Test Results.

Degree Requirements for the MSN/I

The degree requirements for this program are the following:
- Completion of a minimum of 39 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as follows: Master of Science in Nursing.

Additional Academic Progression Requirements for the MSN/I

- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

Minimum Grade Requirements for the MSN/I

- All MSN students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Residency Requirements and Course Waivers for the MSN/I

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, students must have completed a previous course which meets the following criteria:
- The course must have been completed and transcripted from a regionally accredited, or approved nationally accredited, or candidate for accreditation, college or university, 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.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A, NUR 590B.

Course Descriptions for the MSN/I

HCS 504 ..................................................................................... 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

NUR 513 ..................................................................................... 3 credits

Theoretical Foundations of Practice

This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.
NUR 518 .................................................................3 credits
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

HCS 571 .................................................................3 credits
Financial Resource Management
Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

NUR 531 .................................................................3 credits
Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

NUR 588 .................................................................3 credits
Developing and Evaluating Educational Programs
Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

HCS 587 .................................................................3 credits
Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

NUR 544 .................................................................3 credits
Population-Focused Health Care
Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

NUR 590A ..............................................................1 credit
Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 587 .................................................................3 credits
Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

NUR 542 .................................................................2 credits
Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

NUR 598 .................................................................3 credits
Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 590B ..............................................................2 credits
Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

HCS 588 .................................................................3 credits
Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

HCS 578 .................................................................3 credits
Ethical, Legal, and Regulatory Issues in Health Care
Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.
Master of Science in Nursing/Specialization in Nursing/Health Care Education

The following Master of Science in Nursing/Specialization in Nursing/Healthcare Education (MSN/ED) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Nursing (MSN) program, accredited by the Commission of Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares advanced practice nurses to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care.

Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in a specific area of content or advanced practice role. Forty-two credits are required for completion of the degree.

This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing specialization is also available as a certificate program for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on-ground and/or FlexNet delivery, as well as through the online campus.

*61 Broadway, 33rd Floor, New York, New York 10006; (212) 363-5555

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

MSN/ED Required Course of Study

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

- HCS 504 ~ Introduction to Graduate Study in Health Sciences/Nursing ~ 1 credit
- NUR 513 ~ Theoretical Foundations of Practice ~ 3 credits
- NUR 518 ~ Analysis of Research Reports ~ 3 credits
- NUR 531 ~ Influencing the Future of Nursing and Health Care ~ 3 credits
- NUR 587 ~ Creating Change Within Organizations ~ 3 credits
- NUR 544 ~ Population-Focused Health Care ~ 3 credits
- HSN 544 ~ Design and Process of Curriculum Development ~ 3 credits
- HCS 571 ~ Financial Resource Management ~ 1 credit
- Nursing Practicum - A ~ 1 credit
- NUR 587 ~ Leadership and Management in Nursing and Health Care ~ 3 credits
- HSN 548 ~ Dynamics of Family Systems ~ 3 credits
- NUR 598 ~ Research Utilization Project ~ 3 credits
- NUR 590B ~ Nursing Practicum - B ~ 2 credits
- HSN 540 ~ Role of the Health Care/Nursing Educator ~ 3 credits
- HSN 544 ~ Teaching and Learning Strategies ~ 3 credits
- HSN 552 ~ Assessment and Evaluation of Learning ~ 3 credits

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

Nursing Practicum/Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.

Additional Admission Requirements for the MSN/ED

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Nursing students in the state of Florida attending ground based or Flexnet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
• Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments, or the student is subject to obtaining a Florida RN license for placement.

• Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.

• Current employment is not a requirement for admission.

• Students enrolling in the MSN/ED bridge program must complete three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.

• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/ED

• Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548, HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.

• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.

• Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

Degree Requirements for the MSN/ED

• Completion of a minimum of 42 credits (51 credits for MSN/ED bridge).

• A minimum program grade point average (GPA) of 3.0.

Grades earned in MSN/ED bridge courses are calculated in the MSN/ED grade point average (GPA).

• The diploma awarded for these programs will read as follows: Master of Science in Nursing and will not reflect the Specialization. Specializations are reflected on the transcript only.

Residency Requirements and Course Waivers for the MSN/ED

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 33 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

The following courses will not be waived from the degree program: HCS 504, NUR 598, NUR 590A, NUR 590B

**Course Descriptions for the MSN/ED**

**HCS 504** ..................................................................................... 1 credit

**Introduction to Graduate Study in Health Sciences/Nursing**

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

**NUR 513** ........................................................................................ 3 credits

**Theoretical Foundations of Practice**

This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

**NUR 518** ........................................................................................ 3 credits

**Analysis of Research Reports**

Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

**NUR 531** ........................................................................................ 3 credits

**Influencing the Future of Nursing and Health Care**

The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

**HCS 587** ........................................................................................ 3 credits

**Creating Change Within Organizations**

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

**NUR 544** ........................................................................................ 3 credits

**Population-Focused Health Care**

Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

**HSN 544** ........................................................................................ 3 credits

**Design and Process of Curriculum Development**

Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

**HCS 571** ........................................................................................ 3 credits

**Financial Resource Management**

Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

**NUR 590A** ........................................................................................ 1 credit

**Nursing Practicum-A**

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

**NUR 587** ........................................................................................ 3 credits

**Leadership and Management in Nursing and Health Care**

Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

**NUR 544** ........................................................................................ 3 credits

**Dynamics of Family Systems**

Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

**NUR 598** ........................................................................................ 3 credits

**Research Utilization Project**

This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.
NUR 590B ................................................................. 2 credits
Nursing Practicum-B

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

HSN 548 ................................................................. 3 credits
Role of the Health Care/Nursing Educator

Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.

HSN 540 ................................................................. 3 credits
Teaching and Learning Strategies

This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.

HSN 552 ................................................................. 3 credits
Assessment and Evaluation of Learning

Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

NUR 403 ................................................................. 3 credits
Theories and Models of Nursing Practice

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson's Theory of Human Caring.

NUR 443 ................................................................. 3 credits
Evidence-Based Nursing Research and Practice

This course will focus on the current review of research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440 ................................................................. 3 credits
Health Assessment and Promotion for Vulnerable Population

This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

Master of Science in Nursing/Specialization in Informatics

The following Master of Science in Nursing/Specialization in Informatics (MSN/INF) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Nursing (MSN) program, accredited by the Commission of Collegiate Nursing Education (CCNE)*, enhances the knowledge and skills of registered nurses with baccalaureate-degree preparation. The program prepares advanced practice nurses to function in leadership roles in practice and educational settings. Advanced nursing theory and research provide the foundation for nurses to influence the future of nursing and health care. Students complete core courses in advanced nursing content and process, as well as on leadership skills. Specializations assist students to concentrate on developing increased knowledge and/or skills in a specific area of content or advanced practice role. Thirty-nine credits are required for completion of the degree. For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036-1120; (202)887-6791.

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

MSN/INF Required Course of Study

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

HCS 504 ~ ...................................................................... 1 credit
Introduction to Graduate Study in Health Sciences/Nursing

NUR 513 ~ ..................................................................... 3 credits
Theoretical Foundations of Practice

NUR 518 ~ ..................................................................... 3 credits
Analysis of Research Reports

NUR 531 ~ ..................................................................... 3 credits
Influencing the Future of Nursing and Health Care

HCS 587 ~ ..................................................................... 3 credits
Creating Change Within Organizations

NUR 544 ~ ..................................................................... 3 credits
Population-Focused Health Care

NUR 590A ~ ................................................................. 1 credit
Nursing Practicum - A

HCS 571 ~ ..................................................................... 3 credits
Financial Resource Management

NUR 587 ~ ..................................................................... 3 credits
Leadership and Management in Nursing and Health Care

NUR 542 ~ ..................................................................... 2 credits
Dynamics of Family Systems

NUR 598 ~ ..................................................................... 3 credits
Research Utilization Project
NUR 590B ~ ................................................................. 2 credits
Nursing Practicum - B
HCI 500 ~ ................................................................. 3 credits
Concepts of Health Care Informatics
HCI 510 ~ ................................................................. 3 credits
Systems Life Cycle
HCI 520 ~ ................................................................. 3 credits
Data Management and Design

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

Additional Admission Requirements for the MSN/INF

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Current employment is not a requirement for admission.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the international version of the degree: MSN-I. Students must sign a new Enrollment Agreement for the international version of the degree, and must maintain an active, unencumbered nursing license in the U.S. or its territories. Students must notify their campus representative within thirty (30) days after moving to a new location outside the US, update their profile to reflect the new international address, and must have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Additional Academic Progression Requirements for the MSN/INF

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/INF

- If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.

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Degree Requirements for the MSN/INF

- Completion of a minimum of 39 credits (48 credits for MSN/INF bridge).
- A minimum program grade point average (GPA) of 3.0.

Grades earned in MSN/INF bridge courses are calculated in the MSN/INF grade point average (GPA).

- The course must have been completed at a regionally or approved nationally accredited transferable coursework.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: HCS 504, NUR 590A, NUR 590B, NUR 598

Course Descriptions for the MSN/INF

HCS 504 ......................................................................................1 credit

Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University's adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

NUR 513 ......................................................................................3 credits

Theoretical Foundations of Practice

This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

NUR 518 ......................................................................................3 credits

Analysis of Research Reports

Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

NUR 531 ......................................................................................3 credits

Influencing the Future of Nursing and Health Care

The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

HCS 587 ......................................................................................3 credits

Creating Change Within Organizations

Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

NUR 544 ......................................................................................3 credits

Population-Focused Health Care

Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

NUR 590A ......................................................................................1 credit

Nursing Practicum-A

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

HCS 571 ......................................................................................3 credits

Financial Resource Management

Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.

NUR 587 ......................................................................................3 credits

Leadership and Management in Nursing and Health Care

Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.
Research Utilization Project

This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose an evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 590B ................................................................. 2 credits

Nursing Practicum-B

This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

HCl 500 ................................................................. 3 credits

Concepts of Health Care Informatics

This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

HCl 510 ................................................................. 3 credits

Systems Life Cycle

This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, implementation and evaluation.

HCl 520 ................................................................. 3 credits

Data Management and Design

This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

NUR 403 ................................................................. 3 credits

Theories and Models of Nursing Practice

This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson's Theory of Human Caring.

NUR 443 ................................................................. 3 credits

Evidence-Based Nursing Research and Practice

This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440 ................................................................. 3 credits

Health Assessment and Promotion for Vulnerable Population

This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.

Masters of Science in Nursing and Master of Business Administration/Health Care Management

The following Master of Science in Nursing and Master of Business Administration/Health Care Management (MSN/MBA/HC) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 MSN/MBA/HC dual degree program is designed to provide nurses with a unique blend of advanced nursing and business management skills needed to manage today's innovative health care delivery systems. The program combines essentials from both degree programs to provide students with the knowledge and skills necessary to enhance and support patient services. The MBA/HC program emphasizes the identification, analysis, and solution of complex management problems that require technical understanding and balanced decision making.

The MSN program blends nursing theory with advanced practice concepts necessary to successfully work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN program is 65 credits. All course work and clinical requirements must be completed satisfactorily, or be repeated.

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

MSN/MBA/HC Required Course of Study

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

Management, 3 total credits

MGT 521 ................................................................. 3 credits

Organizational Leadership, 3 total credits

LDR 531 ~ ................................................................. 3 credits

Business Law, 3 total credits

LAW 531 ~ ................................................................. 3 credits

Quantitative Reasoning for Business, 3 total credits

QRB 501 ~ ................................................................. 3 credits
Economics, 3 total credits
ECO 561 ~ .................................................................3 credits
Economics

Accounting, 3 total credits
ACC 561 ~ .................................................................3 credits
Accounting

Corporate Finance, 3 total credits
FIN 571 ~ .................................................................3 credits
Corporate Finance

Operations Management, 3 total credits
OPS 571 ~ .................................................................3 credits
Operations Management

Marketing, 3 total credits
MKT 571 ~ .................................................................3 credits
Marketing

Strategic Planning & Implementation, 3 total credits
STR 581 ~ .................................................................3 credits
Strategic Planning & Implementation

Information Systems, 3 total credits
CIS 568 ~ .................................................................3 credits
Information Systems Concepts

Health Care Finance, 3 total credits
HCS 578 ~ .................................................................3 credits
Health Care Finance

Regulatory, 3 total credits
HCS 578 ~ .................................................................3 credits
Ethical, Legal and Regulatory Issues in Health Care

Theory, 3 total credits
NUR 513 ~ .................................................................3 credits
Theoretical Foundations of Practice

Research, 6 total credits
NUR 518 ~ .................................................................3 credits
Analysis of Research Reports
NUR 598 ~ .................................................................3 credits
Research Utilization Project

Leadership, 11 total credits
NUR 531 ~ .................................................................3 credits
Influencing the Future of Nursing and Health Care
NUR 587 ~ .................................................................3 credits
Leadership and Management in Nursing and Health Care
NUR 544~ .................................................................3 credits
Population-Focused Health Care
NUR 542 ~ .................................................................2 credits
Dynamics of Family Systems

Nursing Education, 3 total credits
NUR 588 ~ .................................................................3 credits
Developing and Evaluating Educational Programs

Clinical, 3 total credits
NUR 580A ~ .................................................................1 credit
Nursing Practicum - A
NUR 590B ~ .................................................................2 credits
Nursing Practicum - B
The university reserves the right to modify the required course of study.

Nursing Practicum/Clinical Hours
The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing interest to the student.

Additional Admission Requirements for the MSN/MBA/HC
All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework must be completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.
- Current employment is not a requirement for admission.
- Students must have access to an appropriate healthcare organization environment in which to complete the work related course assignments.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
• Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the international version of the degree: MSN-I. Students must sign a new Enrollment Agreement for the international version of the degree, and must maintain an active, unencumbered nursing license in the U.S. or its territories. Students must notify their campus representative within thirty (30) days after moving to a new location outside the US, update their profile to reflect the new international address, and must have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.

• Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.

• Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

• Signed Criminal Background Check Disclosure
• Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
• Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/MBA/HC

• Completion of a minimum of 65 credits (74 credits for the bridge program).
• A minimum program grade point average (GPA) of 3.0. Grades earned in MSN/MBA/HC bridge courses are calculated in the MSN/MBA/HC grade point average (GPA).
• Two diplomas will be awarded for this dual degree. The diplomas awarded for this program will read as follows: Master of Science in Nursing Master of Business Administration

Additional Academic Progression Requirements for the MSN/ MBA/HC

• Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.

• Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.

• Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for MSN/MBA/HC

• If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the MSN program.

• All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through the Student Appeals Center (SAC) for readmission to the program will not be accepted by the College of Nursing.

Residency Requirements Course Waivers for the MSN/MBA/ HC

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 53 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver 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.

• For all nursing courses, including HCS 571 & HCS 578, 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.

• For all business courses, the course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a “B” (3.0) or better.

• 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: MGT 521, NUR 590A, NUR 590B, NUR 598, QRB 501, STR 581.
Course Descriptions for the MSN/MBA/HC

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.
LDR 531 ................................................................. 3 credits

Organizational Leadership
This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.
LAW 531 ................................................................. 3 credits

Business Law
This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization’s legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.
QRB 501 ................................................................. 3 credits

Quantitative Reasoning for Business
This course applies quantitative reasoning skills to business problems. Students learn to analyze data using a variety of analytical tools and techniques. Other topics include formulas, visual representation of quantities, time value of money, and measures of uncertainty.
ECO 561 ................................................................. 3 credits

Economics
This course applies economic concepts to make management decisions. Students employ the concepts of scarce resources and opportunity costs to perform economic analysis. Other topics include supply and demand, profit maximization, market structure, macroeconomic measurement, money, trade, and foreign exchange.
ACC 561 ................................................................. 3 credits

Accounting
This course applies accounting tools to make management decisions. Students learn to evaluate organizational performance from accounting information. Other topics include financial statements, cost behavior, cost allocation, budgets, and control systems.
FIN 571 ................................................................. 3 credits

Corporate Finance
This course applies corporate finance concepts to make management decisions. Students learn methods to evaluate financial alternatives and create financial plans. Other topics include cash flows, business valuation, working capital, capital budgets, and long-term financing.
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.
MKT 571 ................................................................. 3 credits

Marketing
This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.
STR 581 ................................................................. 3 credits

Strategic Planning & Implementation
This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.
CIS 568 ................................................................. 3 credits

Information Systems Concepts
This course focuses on the role of the manager as a user and manager of information. Topics include the analysis & design of information systems. The analysis and design of information systems are covered from the operational, tactical, and strategic perspectives with a focus on identifying specific tools and techniques.
HCS 571 ................................................................. 3 credits

Financial Resource Management
Processes of budget preparation, analysis, and monitoring are essential for analyzing the financial performance of an organization, service, or system. Concepts of financial accounting and reporting, as well as basic economic principles, are applied. Students use budgetary and economic concepts and principles for financial decision-making for a health care service or unit.
HCS 578 ................................................................. 3 credits

Ethical, Legal, and Regulatory Issues in Health Care
Ethical principles and decision making models are used to address and understand complex health care issues. Legal concepts and regulatory agency and other public policies influence the direction and financing of health care.
NUR 513 ................................................................. 3 credits

Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaphors, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.
NUR 518................................................................................... 3 credits
Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

NUR 531................................................................................... 3 credits
Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 587................................................................................... 3 credits
Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

NUR 542................................................................................... 2 credits
Leadership and Management in Nursing and Health Care
Ways of using leadership and management concepts, principles, theories, and models in advanced nursing practice and executive roles are explored. Skills that facilitate collaborative relationships and decisions consistent with stewardship of resources are examined. Students articulate a personal vision of leadership and ways of providing direction within today’s complex health care system.

NUR 544................................................................................... 3 credits
Population-Focused Health Care
Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized.

NUR 547................................................................................... 3 credits
Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

NUR 588................................................................................... 3 credits
Developing and Evaluating Educational Programs
Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

NUR 590A ................................................................................. 1 credit
Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 590B ................................................................................. 2 credits
Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 443................................................................................... 3 credits
Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 444................................................................................... 3 credits
Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
Master of Science in Nursing and Master of Health Administration

The following Master of Science in Nursing and Master of Health Administration (MSN/MHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 MSN/MHA program, accredited by the Commission of Collegiate Nursing Education (CCNE)*, is designed to provide nurses with a unique blend of advanced nursing and healthcare related business skills to manage in today’s evolving health care delivery systems. The program combines essential elements from both degree programs to provide students with the knowledge and skills needed to effectively examine and evaluate issues and trends impacting health care.

The MSN program is designed for those nurses who want to pursue more advanced positions in today’s challenging health care environment. The program blends nursing theory and advanced practice concepts necessary to successful work within the structure, culture, and mission of any size health care organization or educational setting.

The MSN program consists of three major areas: the core, the major, and the cognate. The core incorporates the major foci of the Master of Science in Nursing degree: the theory of nursing influence, influence of nursing research, and on the advanced practice of nursing. The major includes advanced course work in nursing: management of families and aggregates, administration, and education. The cognate is fulfilled through the MHA program content. The MHA curriculum focuses on the content related to finance, economics, policy, quality improvement, marketing, and strategic planning. In addition, students complete course work in concepts related to public health, long term care and health care informatics. Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

*For more information about accreditation, please contact CCNE at One Dupont Circle NW, Suite 530, Washington, DC 20036-1120; (202)887-6791.

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

MSN/MHA Required Course of Study

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

HCS 504 ........................................................................................................1 credit
Introduction to Graduate Study in Health Sciences/Nursing

HCS 531 ........................................................................................................3 credits
Health Care Organizations and Delivery Systems

HCS 533 ~ .....................................................................................................3 credits
Health Information Systems

HCS 514 ~ .....................................................................................................3 credits
Managing in Today’s Health Care Organization

HCS 552 ~ .....................................................................................................3 credits
Health Care Economics

HCS 577 ~ .....................................................................................................3 credits
Financial Management in Health Care

HCS 535 ~ .....................................................................................................3 credits
Concepts of Population Health

HCS 545 ~ .....................................................................................................3 credits
Health Law and Ethics

HCS 539 ~ .....................................................................................................3 credits
Marketing for Health Care

HCS 567 ~ .....................................................................................................3 credits
Entrepreneurship in Health Care

NUR 513 ~ .....................................................................................................3 credits
Theoretical Foundations of Practice

NUR 518 ~ .....................................................................................................3 credits
Analysis of Research Reports

NUR 531 ~ .....................................................................................................3 credits
Influencing the Future of Nursing and Health Care

HCS 587 ~ .....................................................................................................3 credits
Creating Change within Organizations

NUR 588 ~ .....................................................................................................3 credits
Developing and Evaluating Educational Programs

NUR 590A ~ .................................................................................................1 credit
Nursing Practicum- A

NUR 542 ~ .....................................................................................................2 credits
Dynamics of Family Systems

HCS 588 ~ .....................................................................................................3 credits
Measuring Performance Standards

NUR 590B ~ .................................................................................................2 credits
Nursing Practicum- B

NUR 598 ~ .....................................................................................................3 credits
Research Utilization Project

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

Nursing Practicum/Clinical Hours

The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.
Additional Admission Requirements for the MSN/MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelors degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Students residing in the state of Oregon or attending the Oregon campus are required to have an undergraduate degree posted transcript with a cumulative grade point average (GPA) of 3.0.
- Current employment in a nursing or healthcare role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.
- Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For applicants holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands
- Non-military students who enroll in the MSN program while living in the US and then move outside of the U.S. and its territories must change to the international version of the degree: MSN-I. Students must sign a new Enrollment Agreement for the international version of the degree, and must maintain an active, unencumbered nursing license in the U.S. or its territories. Students must notify their campus representative within thirty (30) days after moving to a new location outside the US, update their profile to reflect the new international address, and must have a nursing license to practice nursing in the country where they are residing for the MSN practicum or contact an Online College representative.
- Nursing students in the state of Florida attending ground based or FlexNet MSN or RN/BSN programs must hold a RN license from the state of Florida for admissions, as mandated by the Florida State Board of Nursing.
- Military and VA nursing students may hold a RN license from any state as ruled by federal guidelines. Clinical placement of military or VA students must be completed in VA or military environments or the student is subject to obtaining a Florida RN license for placement.

Note: Nurses with a Puerto Rico License must obtain US licensure for admission

- Signed Criminal Background Check Disclosure
- Signed Acknowledgement of Criminal Conviction Prohibition for Placement and Licensure
- Signed FERPA Release/Drug Test or Failure to Test Results

Degree Requirements for the MSN/MHA

- Completion of a minimum of 54 credits (63 credits for the MSN / MHA bridge).
- A minimum program grade point average (GPA) of 3.0. Grades earned in MSN/MHA bridge courses are calculated in the MSN/MHA grade point average (GPA).
- Two diplomas will be awarded for this dual degree. The diplomas awarded for this program will read as follows: Master of Science in Nursing Master of Health Administration

Additional Academic Progression Requirements for the MSN/MHA

- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice.
- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.
- Students must hold a valid, unrestricted/unencumbered RN license in all states in which the applicant holds an active nursing license. For students holding licenses in multiple jurisdictions, all active licenses must be valid, unrestricted/unencumbered through the duration of the program.

Minimum Grade Requirements for the MSN/MHA

- If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.
- All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through the Student Appeals Center (SAC) for readmission to the program will not be accepted by the College of Nursing.
Residency Requirements and Course Waivers for the MSN/MHA

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 42 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students enrolled in the MSN/MHA Bridge may waive the nine (9) undergraduate bridge credits (NUR 403, NUR 443, and NUR 440) in addition to waiving a maximum of 12 credits from their Required Course of Study.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: HCS 504, NUR 590A, NUR 590B, NUR 598

Course Descriptions for the MSN/MHA

**HCS 504** ................................................................. 1 credit

**Introduction to Graduate Study in Health Sciences/Nursing**
This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HCS 531 ............................................................. 3 credits

**Health Care Organizations and Delivery Systems**
This course is a comprehensive approach to health care organizations and systems that provide the student with an in-depth understanding of health organizations. Topics include the evolution of health care delivery during a time of financial and regulatory stress, the impact of the evolving consumer movement, and managing efficient and effective organizational structures.

HCS 533 ............................................................. 3 credits

**Health Information Systems**
This course provides administrators and managers an overview of the information systems used in the health care industry. The effective use of data requires an understanding of how the data is captured as well as the HIPAA and security issues related to this confidential material. The course provides students with a general background to communicate more effectively with technical personnel and provide general management oversight of information systems within health care organizations.

HCS 514 ..................................................................... 3 credits

**Managing in Today’s Health Care Organizations**
This course focuses on the adaptation of organizational management to evolving health systems. Students will examine organizational theory, organizational performance, structure, change management and human resource management. Students apply various organizational theories to contemporary issues.

HCS 552 ..................................................................... 3 credits

**Health Care Economics**
This course focuses on the application of macro and micro economic tools to the health care industry. Content includes demand management; concepts of efficiency, production and distribution of health care services; impact of regulation and reimbursement; and economic incentives in health care. Students apply principles to a variety of business models.

HCS 557 ..................................................................... 3 credits

**Financial Management in Health Care**
This course presents the concepts of financial accounting important to the understanding of the financial environment of the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third party payment methods, experiment with cost finding and price setting, and conduct break-even analyses. The course provides students with experience in capital and operating budgets, and financial forecasts.

HCS 553 ..................................................................... 3 credits

**Concepts of Population Health**
This course addresses the epidemiological and sociological perspectives and techniques for analyzing health status of populations. Topics focus on disease trends, distribution and detriments of health and disease, models and concepts of health and wellness, and the development of a proactive response to community health issues.

HCS 545 ..................................................................... 3 credits

**Health Law and Ethics**
Students explore and analyze current ethical issues such as biomedical research, insurance statutes, and demand management. Students survey the extensive legal foundations of health care, and apply current case law to contemporary situations. Topics include legal aspects of legislation, patient rights, data security, professional liability, and labor relations.

HCS 539 ..................................................................... 3 credits

**Marketing for Health Care**
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.

HCS 567 ..................................................................... 3 credits

**Entrepreneurship in Health Care**
This course will set up the context of entrepreneurship and new business development; examine the characteristics of entrepreneurs, identifying and quantifying market opportunities in the health care market, as well as conceptualizing the resources and capabilities needed. Topics include opportunity assessment, regulated industry implications and requirements, as well as the challenges of expansion within an existing enterprise.
NUR 513 ................................................................. 3 credits

Theoretical Foundations of Practice
This course focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Students evaluate the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

NUR 518 ................................................................. 3 credits

Analysis of Research Reports
Evidence-based practice relies upon analyzing the scientific merit of nursing research reports and integrating the results from valid studies into care. Published reports using quantitative and qualitative methods are examined to determine the validity of study findings and their readiness for implementation into practice. Ethics in research is also considered.

NUR 531 ................................................................. 3 credits

Influencing the Future of Nursing and Health Care
The role of advanced practice nurses in today’s health care environment provides numerous opportunities and responsibilities. Nursing’s potential for improving the health of individuals, families, groups, and communities is examined. Strategies for involvement in shaping health care policy are developed.

HCS 587 ................................................................. 3 credits

Creating Change Within Organizations
Diffusion of innovations models in health care systems use principles of planned change within a dynamic organizational environment. Communication skills, such as negotiation and conflict resolution, help leaders analyze and respond to health care needs while using resources efficiently.

NUR 588 ................................................................. 3 credits

Developing and Evaluating Educational Programs
Identifying learning needs provides the foundation for designing health care educational programs for individuals, families, groups, or communities. Students select and develop teaching strategies and explore ways of monitoring and evaluating teaching methods and learner outcomes. Roles of educators in organizations, communities, and higher education settings are examined.

NUR 590A ............................................................... 1 credit

Nursing Practicum-A
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 542 ................................................................. 2 credits

Dynamics of Family Systems
Family systems theories and models are used to understand the impact of nuclear families on professional and personal relationships, as well as on society. These theories and models are used as well to develop strategies for promoting and monitoring the health of families.

HCS 588 ................................................................. 3 credits

Measuring Performance Standards
Quality improvement initiatives rely upon data from monitoring program implementation and evaluating program outcomes to determine achievement of program objectives. The processes of developing and revising monitoring and outcome measures are used to help determine progress toward meeting accreditation and regulatory standards.

NUR 590B ............................................................... 2 credits

Nursing Practicum-B
This capstone course is designed to provide students with opportunities to integrate and apply previously learned knowledge and skills in a 60-hour practicum. Students develop specific learning objectives that are approved by faculty. Objectives are achieved as a result of working with a nurse mentor and various experts during the practicum.

NUR 598 ................................................................. 3 credits

Research Utilization Project
This is a graduate research course that focuses on the use of a body of nursing knowledge and scientific knowledge in the nursing practice setting. Students develop a proposal to address a problem or concern in the nursing practice, propose a evidence-based solution, develop an implementation and evaluation plan, and describe implementation strategies for the proposed solution.

NUR 403 ................................................................. 3 credits

Theories and Models of Nursing Practice
This course is designed to focus baccalaureate students on the behaviors, attitudes, and values necessary for theory-based professional nursing practice. Concepts of professional nursing are presented within the unifying framework of Jean Watson’s Theory of Human Caring.

NUR 443 ................................................................. 3 credits

Evidence-Based Nursing Research and Practice
This course will focus on current review of nursing research literature and research utilization through evidence-based practice. Three areas of research competencies will be examined which include interpreting and using research in nursing practice, evaluating research, and conducting research.

NUR 440 ................................................................. 3 credits

Health Assessment and Promotion for Vulnerable Population
This course is designed to assist professional nurses in developing interviewing skills, refinement of physical assessment techniques, and preventative health interventions when working with diverse and vulnerable populations. The importance of therapeutic communication in performing a health assessment is emphasized.
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The College of Education is within the School of Education, Health and Human Services and offers graduate level degree and non-degree courses for educators. The Master of Arts in Education is the graduate degree program offered through the College of Education. Graduate non-degree programs include several state specific certificates/endorsements. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialing requirements.

The College of Education works closely with other departments responsible for providing and administering academic preparation at the University and with each campus to ensure the quality delivery of all courses and programs.

**Admission Requirements**

All applicants to this program are expected to meet the following admission requirements:

- A completed and signed graduate application and application fee
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- 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-
  - 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:
  - 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 (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.
- 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.

Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

- Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.
- Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.

Students residing in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to University Services.
University of Phoenix, 2012-2013

- Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.

- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services. In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

**Exemptions from the MMR immunization requirement may be granted for the following reasons:**

- A medical exemption may be granted to specific vaccines.
  - A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student’s health or life, and specify the reason based on valid medical contraindications.
  - The physician must state the length of time during which the vaccine would endanger the student’s health or life.
  - The exemption certification must be signed by the physician on the physician’s printed stationery.
  - A religious exemption may be granted if the student signs a statement certifying that the student’s religious beliefs prohibit the practice of immunization.

- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.

- A copy of each exemption must be kept in the student’s health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services. In accordance with Section 10a-155 of the Connecticut general statutes, all full-time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

**Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:**

- The student was born before January 1, 1957 (applicable to MMR vaccine only).

- The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)

- The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.

- The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.

- The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.

- The student has submitted a statement that immunization is contrary to his/her religious beliefs.

- The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.

- The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.
Master of Arts in Education/Administration and Supervision

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on state demand and other factors. Not all programs may be available to all residents of all states. Students may want to consider completing 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/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

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

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

**MAED/ADM Required Course of Study**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADMIN 500</td>
<td>Orientation to Administration and Supervision</td>
<td>0</td>
</tr>
<tr>
<td>ADMIN 516</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
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<td>ADMIN 518</td>
<td>Leadership and Collaborative Processes</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 570</td>
<td>Equity, Diversity, and Access in Education</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 535</td>
<td>School Policy and Law for Principals</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 524</td>
<td>Supervision of Curriculum, Instruction and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591A</td>
<td>Principal Internship Part I: Instructional Leadership</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 528</td>
<td>Administration of Special Programs</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 535</td>
<td>Business and Facilities Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 560</td>
<td>Human Resources Leadership and Management</td>
<td>3</td>
</tr>
<tr>
<td>ADMIN 591B</td>
<td>Principal Internship Part II: Organizational Management</td>
<td>1</td>
</tr>
<tr>
<td>ADMIN 575</td>
<td>Family, Community and Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDD 581</td>
<td>Action Research and Evaluation</td>
<td>4</td>
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<td>ADMIN 565</td>
<td>School Improvement Processes</td>
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</tr>
<tr>
<td>ADMIN 591C</td>
<td>Principal Internship Part III: Professional Practice</td>
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</tr>
</tbody>
</table>

**Students must also choose an elective from one of the following:**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AET 520</td>
<td>Instructional Strategies in Adult Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>AET 535</td>
<td>Assessment and Evaluation in Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDL 505</td>
<td>Cultural Competency</td>
<td>3</td>
</tr>
<tr>
<td>EDL 531</td>
<td>Mentoring and Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Additional Admission Requirements for the MAED/ADM**

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:
  - Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Degree Completion Requirements for the MAED/ADM**

- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

**Minimum Grade Requirement for the MAED/ADM**

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C.
- Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
• If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

Institutional Recommendation for the MAED/ADM

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).

• 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 administrator exam, if required.

• Students must verify full SEI endorsement or equivalent coursework prior to issuance of an administrative license. Approved SEI courses/workshops can be found at http://www.ade.az.gov/elas/. 

• Students must verify three (3) years of classroom teaching experience prior to issuance of Institutional Recommendation.

Internship Policies for the MAED/ADM

• The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.

• Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.

• Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.

• Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30–40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/ADM

ADMIN 500 ....................................................................................0 credits
Orientation to Administration and Supervision

This course is designed to provide an introduction to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

COM 516 .....................................................................................1 credit
Professional Communications

This course allows students to examine legal theory and practice in their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 518 ....................................................................................3 credits
Leadership and Collaborative Processes

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 ....................................................................................3 credits
Equity, Diversity, and Access in Education

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555 .....................................................................................3 credits
School Policy and Law for Principals

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 591A ................................................................. 1 credit

Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 528 ................................................................. 3 credits

Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535 ................................................................. 3 credits

Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 560 ................................................................. 3 credits

Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

ADMIN 591B................................................................. 1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 575 ................................................................. 3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

EDD 581 ................................................................. 4 credits

Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

ADMIN 565 ................................................................. 3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 591C ................................................................. 1 credit

Principals Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

AET 520 ................................................................. 3 credits

Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.
AET 535 .................................................................3 credits

Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored. EDL 505 .................................................................3 credits

Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students. EDL 531 .................................................................3 credits

Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

Master of Arts in Education/Administration and Supervision (California)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

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

MAED/ADM Required Course of Study

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ADMIN 501 ..................................................</td>
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<tr>
<td>COM 516 ....................................................</td>
<td>1 credit</td>
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<tr>
<td>ADMIN 518 ..................................................</td>
<td>3 credits</td>
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<td>ADMIN 594A ..................................................</td>
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<td>ADMIN 528 ..................................................</td>
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Students must also choose an elective from one of the following:

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<tr>
<td>AET 520 ..................................................</td>
<td>3 credits</td>
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<td>EDL 505 ..................................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDL 531 ..................................................</td>
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</tbody>
</table>

Additional Admission Requirements for the MAED/ADM
All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Three (3) years verified full-time teaching experience in P-12 setting, (substitute or part-time service does not apply).
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
• Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience.

* Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

• Verification of the following:
  • Having passed or attempted the California Basic Skills Test (CBEST)
  • Current TB test

• Applicants must possess one of the following California credentials:
  • A valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
  • A valid California Designated Subjects Teaching Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/ADM

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.
  • Proof of passing score on the CBEST exam.

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

Degree Completion Requirements for the MAED/ADM

• Completion of a minimum of 38 credits.

• A minimum grade point average (GPA) of 3.0.

• Completion of e-portfolio.

• Completion of Field Experience Observation Record. The Administrative Practicum is a minimum 240-hour placement and cannot be waived. (Each state’s requirement for these hours will vary; candidates must follow the guidelines within their state.)

• Students must meet 30-40 hours of field experience by the end of the MAED/ADM program. These hours are outside of the practicum experience.

• Students must take courses within a sequence specified by course prerequisite requirements.

• The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

Minimum Grade Requirement for the MAED/ADM

• A candidate must earn a grade of “B” (3.0) or better in the following practicum courses, grades of “B-” are not accepted: ADMIN 594A, ADMIN 594B and ADMIN 594C. Students who earn less than a grade of “B” (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum courses.

• Candidates who earn less than a grade of “B” (3.0) in any of these courses must complete a remediation plan and repeat the course.

• If the candidate does not receive a grade of “B” (3.0) or better on the second attempt, the candidate will be scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited college or university.

• The course must 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: ADMIN 594A, ADMIN 594B, ADMIN 594C, COM 516, EDD 581

Institutional Recommendation for the MAED/ADM

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification). Refer to New Student Checklist and your state certification agency for specific requirements.

• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

**Practicum Policies for the MAED/ADM**

- The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates must pass each Administrative Practicum course with a grade of “B” or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

**Field Experience for the MAED/ADM**

Beginning with the first course, throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

**Course Descriptions for the MAED/ADM**

**ADMIN 501: Orientation to Administration and Supervision**

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, e-portfolios, benchmark assignments, and the administrative internship will be discussed.

**COM 516: 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.

**ADMIN 518: Leadership and Collaborative Processes**

This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

**ADMIN 570: Equity, Diversity, and Access in Education**

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

**ADM 555: School Policy and Law for Principals**

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

**ADMIN 524: Supervision of Curriculum, Instruction and Assessment**

This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

**ADMIN 594A: Administrative Practicum Part I: Instructional Leadership**

This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

**ADMIN 535: Administration of Special Programs**

This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

**ADMIN 535: Business and Facilities Management**

This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

**ADMIN 560: Human Resources Leadership and Management**

This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 594B.......................................................... 1 credit
Administrative Practicum Part II: Organizational Management
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 575 .......................................................... 3 credits
Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

EDD 581 .......................................................... 4 credits
Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

ADMIN 565 .......................................................... 3 credits
School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 594C .......................................................... 1 credit
Administrative Practicum Part III: Professional Practice
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

AET 520.......................................................... 3 credits
Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 .......................................................... 3 credits
Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 .......................................................... 3 credits
Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 .......................................................... 3 credits
Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.
Master of Arts in Education/Administration and Supervision (Texas)

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

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

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

MAED/ADM Required Course of Study

ADMIN 500..........................................................0 credits Orientation to Administration and Supervision
COM 516 ..............................................................1 credit Professional Communications
ADMIN 518..........................................................3 credits Leadership and Collaborative Processes
ADMIN 570..........................................................3 credits Equity, Diversity, and Access in Education
ADMIN 555..........................................................3 credits School Policy and Law for Principals
ADMIN 524..........................................................3 credits Supervision of Curriculum, Instruction and Assessment
ADMIN 596A .......................................................1 credit Principal Internship Part I: Instructional Leadership
ADMIN 528..........................................................3 credits Administration of Special Programs
ADMIN 535..........................................................3 credits Business and Facilities Management
ADMIN 560 ..........................................................3 credits Human Resources Leadership and Management
ADMIN 596B ~ ..................................................1 credit Principal Internship Part II: Organizational Management
ADMIN 575..........................................................3 credits Family, Community and Media Relations
EDD 581 ..............................................................4 credits Action Research and Evaluation
ADMIN 565 ..........................................................3 credits School Improvement Processes
ADMIN 596C ~ ..................................................1 credit Principal Internship Part III: Professional Practice

Students must also choose an elective from one of the following:

AET 520 ..............................................................3 credits Instructional Strategies in Adult Education and Training
AET 535 ..............................................................3 credits Assessment and Evaluation in Adult Learning
EDL 505 ..............................................................3 credits Cultural Competency
EDL 531 ..............................................................3 credits Mentoring and Coaching

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

Additional Admission Requirements for the MAED/ADM

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.

• The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.

• Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:

  * Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week.

• Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Texas candidates must include a current copy of a teaching certificate and two (2) years of creditable teaching experience as a classroom teacher of record.

Candidacy Status for the MAED/ADM

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.

• Successful completion of the Oral Language Proficiency Assessment.
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

**Degree Completion Requirements for the MAED/ADM**
- Completion of a minimum of 38 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record.
- Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

**Residency Requirements and Course Waivers for the MAED/ADM**

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

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

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

The following courses in the Required Course of Study may not be waived: ADMIN 596A, ADMIN 596B, ADMIN 596C, COM 516, EDD 581

**Minimum Grade Requirement for the MAED/ADM**
- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, (grades of "B-" are not accepted): ADMIN 596A, ADMIN 596B, ADMIN 596C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

**Institutional Recommendation for the MAED/ADM**
- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).
- Upon completion, candidates must complete a University of Phoenix 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 administrator exam, if required.

**Internship Policies for MAED/ADM**
- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of “B” or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

**Field Experience for MAED/ADM**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

**Course Descriptions for the MAED/ADM**

**ADMIN 500** ............................................................................. 0 credits

**Orientation to Administration and Supervision**

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

**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.
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

**Equity, Diversity, and Access in Education**

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

**School Policy and Law for Principals**

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

**Supervision of Curriculum, Instruction and Assessment**

This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

**Principal Internship Part I: Instructional Leadership**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

**Administration of Special Programs**

This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

**Business and Facilities Management**

This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

**Human Resources Leadership and Management**

This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

**Principal Internship Part II: Organizational Management**

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed.

**Family, Community and Media Relations**

This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision-making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

**Action Research and Evaluation**

This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

**School Improvement Processes**

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.
Principals Internship Part III: Professional Practice

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed.

AET 520 ................................................................. 1 credit

Instructional Strategies in Adult Education and Training

This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 ................................................................. 3 credits

Assessment and Evaluation in Adult Learning

This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 ................................................................. 3 credits

Cultural Competency

Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates' understanding of teaching and learning through examination of the diverse make-up of today's communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 ................................................................. 3 credits

Mentoring and Coaching

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

ADM 596C ........................................................................... 1 credit

The following Master of Arts in Education/Administration and Supervision (MAED/ADM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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/Administration and Supervision program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative internship is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

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

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

MAED/ADM Required Course of Study

ADM 500 ........................................................................... 0 credits
Orientation to Administration and Supervision

COM 516 ........................................................................... 1 credit
Professional Communications

ADMIN 518 ........................................................................... 3 credits
Leadership and Collaborative Processes

ADMIN 570 ........................................................................... 3 credits
Equity, Diversity, and Access in Education

ADMIN 595 ........................................................................... 3 credits
School Policy and Law for Principals

ADMIN 524 ........................................................................... 3 credits
Supervision of Curriculum, Instruction and Assessment

ADMIN 591A ........................................................................... 1 credit
Principal Internship Part I: Instructional Leadership

ADMIN 528 ........................................................................... 3 credits
Administration of Special Programs

ADMIN 535 ........................................................................... 3 credits
Business and Facilities Management

ADMIN 560 ........................................................................... 3 credits
Human Resources Leadership and Management

ADMIN 591B ~ ......................................................................... 1 credit
Principal Internship Part II: Organizational Management

ADMIN 575 ........................................................................... 3 credits
Family, Community and Media Relations
All applicants must be currently employed or have access to a
School Improvement Processes
ADMIN 591C .................................................................1 credit
Principal Internship Part III: Professional Practice

Students must also choose an elective from one of the
following:
AET 520 ....................................................................................3 credits
Instructional Strategies in Adult Education and Training
AET 535 ....................................................................................3 credits
Assessment and Evaluation in Adult Learning
EDL 505 ....................................................................................3 credits
Cultural Competency
EDL 531 ....................................................................................3 credits
Mentoring and Coaching

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

Additional Admission Requirements for the MAED/ADM

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• A minimum equivalent of three (3) years post-high school work experience including 18 months of instructional experience in a P-12 setting.

• The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.

• Teaching experience is defined as verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/ADM

• Completion of a minimum of 38 credits.

• A minimum grade point average (GPA) of 3.0.

• Completion of Field Experience Observation Record.

• Satisfactory completion of any required internship and/or practicum courses with a grade of "B" or better.

• Students must take courses within a sequence specified by course prerequisite requirements.

• The diploma awarded for this program will read as: Master of Arts in Education Administration and Supervision

Minimum Grade Requirement for the MAED/ADM

• A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: ADMIN 591A, ADMIN 591B and ADMIN 591C.

• Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship courses.

• Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.

• If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Residency Requirements and Course Waivers for the MAED/ADM

The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 32 graduate level credits at the University.

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: ADMIN 591A, ADMIN 591B, ADMIN 591C, COM 516, EDD 581

Institutional Recommendation for the MAED/ADM

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification).

• 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 administrator exam, if required.
Internship Policies for the MAED/ADM

- The Administrative Internship is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the internship. Candidates must follow the guidelines in place at their campus.
- Candidates must take the internship courses concurrently with the internship experience. If a candidate chooses to postpone the internship, he/she must postpone their enrollment in the internship courses.
- Candidates must pass each Administrative Internship course with a grade of "B" or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/ADM

ADMIN 500 ............................................................................. 0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

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.

ADMIN 518 ............................................................................. 3 credits
Leadership and Collaborative Processes
This course is designed to provide students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and examine how educational leaders can create high performing teams.

ADMIN 570 ............................................................................. 3 credits
Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555 ............................................................................. 3 credits
School Policy and Law for Principals
This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 524 ............................................................................. 3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.

ADMIN 591A ........................................................................... 1 credit
Principal Internship Part I: Instructional Leadership
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and personnel evaluation will be addressed.

ADMIN 528 ............................................................................. 3 credits
Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535 ............................................................................. 3 credits
Business and Facilities Management
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

ADMIN 560 ............................................................................. 3 credits
Human Resources Leadership and Management
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.
ADMIN 591B .................................................................1 credit

Principal Internship Part II: Organizational Management
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 575 ...............................................................3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

EDD 581 .................................................................4 credits

Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

ADMIN 565 ...............................................................3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

ADMIN 591C ..........................................................1 credit

Principals Internship Part III: Professional Practice
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

AET 520 .................................................................3 credits

Instructional Strategies in Adult Education and Training
This course builds upon the foundation provided in the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and for implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

AET 535 .................................................................3 credits

Assessment and Evaluation in Adult Learning
This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

EDL 505 .................................................................3 credits

Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.

EDL 531 .................................................................3 credits

Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.
Master of Arts in Education/Curriculum and Instruction-Reading

The following Master of Arts in Education/Curriculum and Instruction-Reading (MAED/CI-RD) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 program in Curriculum and Instruction with a concentration in Reading is intended for P-12 teachers who would like to expand and deepen their theoretical knowledge, instructional expertise, and use of effective digital and print resources for diverse populations in the teaching and learning of reading and literacy. The International Reading Association standards and the College of Education’s Conceptual Framework form the foundation for the focus of this program, which is to support reading professionals in learning and teaching new, research-based methodologies and in becoming advocates for collaborative, positive change in literacy education in their school, their district, and the community.

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

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

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<tr>
<th>Program Category Requirements and Course Selections</th>
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<tbody>
<tr>
<td>Orientation to the Curriculum and Instr. Reading Program</td>
<td>READ 501 ................................................................. 0 credits</td>
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<tr>
<td>Introductory Course, 1 total credit</td>
<td>COM 516 ................................................................. 1 credit</td>
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<table>
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<tr>
<th>Foundations of Curriculum and Instruction, 9 total credits</th>
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<tr>
<td>Theories and Best Practices of Curriculum and Instruction</td>
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<td>Social, Political, and Cultural Contexts of Schools</td>
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<th>Foundations of Language and Literacy, 3 total credits</th>
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<td>Theoretical and Research Foundations of Lang. and Literacy</td>
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<th>Instructional Strategies for Reading and Writing, 6 total credits</th>
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<tr>
<td>Reading and Writing Instructional Strategies for Elementary</td>
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<tr>
<td>Reading and Writing Instructional Strategies for Adolescents</td>
</tr>
</tbody>
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### Content Area Reading, 3 total credits
- READ 523 ~ ................................................................. 3 credits
- Content Area Reading and Writing for Elementary
- READ 534 ~ ................................................................. 3 credits
- Content Area Reading and Writing for Adolescents

### Assessment, 7 total credits
- EDD 581 ~ ................................................................. 4 credits
- Action Research and Evaluation
- READ 555 ~ ................................................................. 3 credits
- Diagnosis and Remediation of Reading and Writing Difficulties

### Practicum, 6 total credits
- READ 560 ~ ................................................................. 6 credits
- Reading Practicum

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

### Additional Admission Requirements for the MAED/CI-RD
All applicants are expected to meet the following admissions requirements:
- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- A minimum equivalent of three (3) years post-high school work experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

### Degree Completion Requirements for the MAED/CI-RD
- Completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- Completion of Practicum course with a grade of “B” or better.
- Completion of Reading Teacher Work Sample.
- Completion of e-portfolio.
- Completion of Field Experience Observation Record (50 hours).
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as follows: Master of Arts in Education Curriculum and Instruction Reading

### Minimum Grade Requirements for the MAED/CI-RD
- A candidate must earn a grade of "B" (grades of "I" and "B-") are not accepted) or better in the following course: READ 560
- Candidates who earn less than a grade of "B" in this course must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Residency Requirements and Course Waivers for the MAED/CI-RD

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: COM 516, EDD 581, READ 560

Practicum Policies for the MAED/CI-RD

- The practicum is a supervised experience that provides candidates an opportunity to apply knowledge and skills acquired in the reading program to reading instruction for one or more students in a public, charter, or parochial school. The required practicum is 12 weeks in length. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the Practicum course concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- The practicum can only be repeated one time.
- Unapproved self-terminations of the practicum will result in the candidate receiving a failing grade for the practicum experience and the associated practicum course. This experience counts as one of their two practicum attempts.
- Candidates who do not successfully complete the second practicum experience will be removed from the program and are not eligible for re-entry.
- MAED/CI-RD candidates, who are currently employed as the teacher of record in a classroom can complete the practicum or ‘validate’ in their current classroom. Candidates will be supervised and evaluated by a reading teacher/specialist as well as by a faculty supervisor in their classroom and will not have to seek additional placement for the practicum. Students must complete the Practicum course and complete and upload the Reading Teacher Work Sample.
- Candidates should complete the practicum within twelve (12) months from the completion date of their last required course in the program.
- Candidates must complete a minimum of six (6) credit hours of practicum, including the completion of a Reading Teacher Work Sample.

Field Experience for the MAED/CI-RD

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 50 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to Practicum. Candidates must work with their campus to arrange field experience.

Course Descriptions for the MAED/CI-RD

READ 501 ......................................................................................... 0 credits

Orientation to the Curriculum and Instr. Reading Program

This course is designed to provide an orientation to the primary components of the Curriculum and Instruction-Reading program. Candidates are introduced to the program’s progression and degree completion requirements. Field experience, the practicum, the teacher work sample, and completion of an e-portfolio are discussed.

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.

CUR 506 ......................................................................................... 3 credits

Theories and Best Practices of Curriculum and Instruction

This course focuses on applying curricular theory to best practices in the 21st century classroom. Candidates explore the social and political foundations of curriculum and instruction and current research in this area. They analyze curriculum philosophy and planning as well as practical applications and innovations in curriculum design. Special attention is given to the use of technology in the development of effective learning environments and instruction in the 21st century classroom.

CUR 508 ......................................................................................... 3 credits

Social, Political, and Cultural Contexts of Schools

This course explores the historical, political, social, and cultural constructs of contemporary education. The course includes an investigation of how social, political, and cultural contexts have contributed to the current state of national, state, and local educational settings. Additionally, the course examines how policies influence school decision making and teacher practice. Candidates apply an inquiry-based process to identify individual, social, and cultural contexts in education; explore contemporary issues in diversity and equity in education; and demonstrate an understanding of education in a global community in order to evaluate and determine their individual role in taking action in their local setting.
CUR 510 ................................................................................ 3 credits
Teachers as Leaders
In this course, teachers define, clarify, and reflect on their role as a leader. They explore leadership processes that utilize collaboration, coaching, mentoring, and inclusion. Additionally, they examine broad educational issues, as well as school-based issues and determine possibilities for initiating, sustaining, and building upon systemic change.

READ 504 ................................................................................ 3 credits
Theoretical and Research Foundations of Lang. and Literary
This course provides students with foundational knowledge in the study and application of research into critical issues in the field of literacy. Topics include research on the development and expansion of literacy, sociocultural influences on literacy, how research informs literacy instruction, and models of the reading process.

READ 522 ................................................................................ 3 credits
Reading and Writing Instructional Strategies for Elementary
This course considers the guiding principles of literacy development of children kindergarten through 6th grade. It examines diversity and the role of culture, community, family, and language in children’s growth as readers and writers. In addition, it considers the influence of assessment, technology, and print choices on children’s reading and writing development.

READ 533 ................................................................................ 3 credits
Reading and Writing Instructional Strategies for Adolescents
This course focuses on the most current research for teaching reading and writing to students at the middle and secondary levels. Various comprehension strategies, technology lessons, and assessment techniques are modeled. The connection between reading and writing is analyzed. Critical issues in reading are researched and debated.

READ 545 ................................................................................ 3 credits
Culturally Responsive Reading Methods and Materials
This course focuses on reading and writing instructional methods that respond to the needs of culturally and linguistically diverse learners and the selection of materials to support that instruction. Candidates select methods that meet the needs of the school and community, evaluate the materials for suitability, and create a vision for a culturally responsive classroom.

READ 523 ................................................................................ 3 credits
Content Area Reading and Writing for Elementary
This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Candidates examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, classroom management techniques, technology tools, media, and print materials which enhance children’s reading and writing in content areas are also examined.

READ 534 ................................................................................ 3 credits
Content Area Reading and Writing for Adolescents
This course focuses on strategies for teaching reading and writing to 7-12 students in content-area classrooms. Various vocabulary and comprehension strategies, study techniques, and writing to learn techniques are studied. Print and non-print texts are analyzed. Issues in reading and writing in content areas are examined and debated.

EDD 581 ...................................................................................... 4 credits
Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

READ 555 ................................................................................... 3 credits
Diagnosis and Remediation of Rdg. and Writing Difficulties
This course focuses on assessing and addressing students’ strengths and needs in the areas of reading and writing. Topics include identifying appropriate assessments, managing implementation of assessments, and communicating assessment results to students and parents. In addition, selecting, planning, and implementing research-based instruction, selecting appropriate instructional materials, and using technology effectively are covered. The course includes a practical application project based on work with a student in a K-12 school setting.

READ 560 ................................................................................... 6 credits
Reading Practicum
In this supervised practicum, candidates apply their knowledge of language and literacy theories, research, and best practices to an ongoing assessment-instruction process. Candidates work intensively with one or more primary or intermediate struggling readers at a public, charter, or parochial school daily for six weeks. They create a supportive literacy environment, assess a student’s strengths and needs, develop an individualized instructional plan that utilizes appropriate text and electronic resources, and implement sound instructional practices via their reading and writing lessons. In addition, candidates critically reflect on their practice in a journal, and submit a final report that synthesizes their instruction and their student’s performance, reflects on the process, and makes recommendations for teachers who work with the student and for parents. The seminar also provides a forum for open discussion of goals and problem solving based on practicum experience.
Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education (MAEd)/Adult Education and Training program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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/Adult Education and Training Program (MAED/AET) is a 35-credit program of study designed for individuals who wish to develop the skills to work with adult learners in areas such as corporate training, community college instruction, non-profit and community based organizations, human services agencies, or professional development. The program encompasses knowledge of andragogical theory, the needs of diverse learners, critical issues and trends in adult education and training, instructional design and strategies, the use of technologies, and assessment. It also provides courses that address coaching and mentoring, e-learning, and e-learning web design technologies. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-adm.

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

Program Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1 credit</td>
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<tr>
<td>AET 505</td>
<td>Foundations of Adult Education and Training</td>
<td>3 credits</td>
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<tr>
<td>AET 510</td>
<td>Critical Issues and Trends in Adult Education and Training</td>
<td>3 credits</td>
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<tr>
<td>AET 515 ~</td>
<td>Instructional Design</td>
<td>3 credits</td>
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<tr>
<td>AET 520 ~</td>
<td>Instructional Strategies in Adult Education and Training</td>
<td>3 credits</td>
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<tr>
<td>AET 525 ~</td>
<td>Facilitating Instruction for Diverse Adult Learners</td>
<td>3 credits</td>
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<tr>
<td>AET 531 ~</td>
<td>Technology for the Adult Learner</td>
<td>3 credits</td>
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<tr>
<td>AET 535 ~</td>
<td>Assessment and Evaluation in Adult Learning</td>
<td>3 credits</td>
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<tr>
<td>EDL 531</td>
<td>Mentoring and Coaching</td>
<td>3 credits</td>
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<tr>
<td>AET 541</td>
<td>E-Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 581</td>
<td>Action Research and Evaluation</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Students must select one elective from the following:

- AET 545 ~ ................................................................................. 3 credits
- E-Learning Design Technologies
- AET 550 ~ ................................................................................. 3 credits
- Performance Improvement and Management
- AET 555 ~ ................................................................................. 3 credits
- Overview of the Community College

The University reserves the right to modify the Program Requirements.

Additional Admission Requirements for the MAED/AET

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/AET

- Completion of a minimum of 35 credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of the action research proposal.
- Students must take courses within a sequence specified by course prerequisite requirements.
- The diploma awarded for this program will read as follows: Master of Arts in Education Adult Education and Training

Residency Requirements and Course Waivers for the MAED/AET

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, EDD 581.

**Course Descriptions for the MAED/AET**

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

**Professional Communications**

This course provides 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.

**AET 505** ................................................................. 3 credits

**Foundations of Adult Education and Training**

This course focuses on the principles of adult learning and andragogical theory. It addresses the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Additionally, the course investigates factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics.

**AET 510** ................................................................. 3 credits

**Critical Issues and Trends in Adult Education and Training**

This course explores trends, issues, and innovative programs in adult education and training. It focuses on the demographics of adult learners and on the implications of diversity for instruction. Learners examine political, cultural, social, and ethical issues that impact adult education and training. The course also examines these issues within an historical context.

**AET 515** ................................................................. 3 credits

**Instructional Design**

This course focuses on systematic approaches to instructional design. Learners create an instructional plan that outlines each of the five components of a systematic instructional design model (i.e., ADDIE: analysis, design, development, implementation, and evaluation). The course identifies trends and issues in instructional design for adult learners.

**AET 520** ................................................................. 3 credits

**Instructional Strategies in Adult Education and Training**

This course builds upon the foundation provided by the instructional design course and focuses on development and implementation of instruction that facilitates adult learning. Learners examine and apply models, strategies, and methods for planning and implementing instruction. Instructional approaches, engagement strategies, and management of the instructional environment are explored.

**AET 525** ................................................................. 3 credits

**Facilitating Instruction for Diverse Adult Learners**

This course focuses on facilitation strategies for meeting the needs of diverse adult learners. It also examines differences in language, literacy skills, learning styles, Americans with Disabilities Act (ADA) provisions, and previous learning experiences and applies differentiated instruction techniques to address these differences. In addition, this course covers challenges and opportunities of diversity and multiculturalism in facilitating adult education and training.

**AET 531** ................................................................. 3 credits

**Technology for the Adult Learner**

This course explores a variety of ways in which technology can support and facilitate instruction for adult learners, including the use of Web resources and multimedia. It also addresses the facilitator’s role in researching, selecting, integrating, and managing technology in an adult learning and training environment. The course focuses on technologies, software applications, and the evaluation of technology. Additionally, the course analyzes the effects of 21st Century technology tools on intellectual property and other legal matters.

**AET 535** ................................................................. 3 credits

**Assessment and Evaluation in Adult Learning**

This course focuses on developing the skills necessary to become effective assessors of adult learners in postsecondary and training environments. It provides the fundamentals of varied classroom assessments and training evaluation models, such as formative and summative tests and authentic assessments. Learners develop assessments and analyze how assessment data is used to improve instruction and learning. Additionally, the purposes, the methods, and the reporting of evaluation for trainers are explored.

**EDL 531** ................................................................. 3 credits

**Mentoring and Coaching**

This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

**AET 541** ................................................................. 3 credits

**E-Learning**

This course focuses on e-learning for adult learners. Students will apply instructional design techniques, learning theory, and technical tools to propose appropriate e-learning solutions to knowledge gaps and performance challenges.
Master of Arts in Education/Elementary Teacher Education

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campuses: Online, depending on state of residence. 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 (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

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

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 .................................................................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

Overview of the Community College
This course provides an overview of the community college. It examines global, national, and local perspectives of the community college. The course also examines the history and development, mission and purpose, functions, governance and organization, and trends and issues of community colleges.

E-Learning Design Technologies
This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

Performance Improvement and Management
This course provides learners with an overview of performance improvement principles. Learners identify and analyze organizational performance gaps, create learning interventions to diminish those gaps, and evaluate training using Kirkpatrick’s four levels.

Action Research and Evaluation
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

Overview of the Community College
This course provides an overview of the community college. It examines global, national, and local perspectives of the community college. The course also examines the history and development, mission and purpose, functions, governance and organization, and trends and issues of community colleges.

EDD 581 .................................................................4 credits
Action Research and Evaluation

AET 545 .................................................................3 credits
E-Learning Design Technologies

AET 550 .................................................................3 credits
Performance Improvement and Management

AET 555 .................................................................3 credits
Overview of the Community College
Assessment, 3 total credits
MTE 562 ~................................................................. 3 credits
Assessment and Evaluation
Reading, 4 total credits
RDG 537 ~............................................................. 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
Special Populations, 8 total credits
SEI 500..................................................................... 3 credits
Structured English Immersion
SEI 503~................................................................. 3 credits
Advanced Structured English Immersion Methods
SPE 514.................................................................. 2 credits
Survey of Special Populations
Elementary Methods and Assessment, 10 total credits
MTE 531 .................................................................... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 .................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 .................................................................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 .................................................................... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
Student Teaching & Field Experience, 8 total credits
ELM 598 ~................................................................. 4 credits
Elementary Student Teaching Part A
ELM 599 ~................................................................. 4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved 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.

Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted 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
  - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 44 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

Academic Progression Requirements for the MAED/TED-E

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

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.
- Verification of the completion of 100 hours of field experience.

Students residing in Iowa must provide verification of the completion of any outstanding credits as indicated in the admissions requirements prior to student teaching. 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-E**

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598, ELM 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 the program.

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

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Provisional SEI Endorsement (SEI 500)
- Arizona Full SEI Endorsement (SEI 503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at https://www.ade.az.gov/oelas/.

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

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<thead>
<tr>
<th>Program</th>
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<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 518</td>
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<tr>
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**Field Experience for the MAED/TED-E**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experience. 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-E**

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

*Arizona Teacher candidates enrolled in the MAED/TED-E program will be issued an Elementary certificate in grades 1-8. Teacher candidates in the MAED/TED-E program will not be eligible to student teach in Kindergarten and will not be issued an Institutional Recommendation (IR) as the Arizona Department of Education will no longer recognize Kindergarten experience for certification in Elementary education.*

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

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

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

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.

Institutional Recommendation for the MAED/TED-E

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.

• Students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

Arizona Teaching Intern Certificate Program

The requirements for initial issuance of the teaching intern certificate are:

• A Bachelor’s degree or higher from an accredited institution

• A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant’s teaching assignment(s)

• Completion of the requirements for a Provisional Structured English Immersion endorsement as prescribed in R7-2-613(J)

• A valid fingerprint clearance card issued by the Arizona Department of Public Safety

Course Descriptions for the MAED/TED-E

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 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.

SEI 500 .................................................................................... 3 credits
Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELLs), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL. Learners acquire English.

SEI 503 .................................................................................... 3 credits
Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

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.

ELM 598 .................................................................................... 4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
Online classroom at Online rates if the program is available via the states. Students may want to consider completing certain courses in the Foundations of Education, 2 total credits

Introductory Course, 1 total credit

Orientation, 0 total credits

The following Master of Arts in Education/Secondary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

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

<table>
<thead>
<tr>
<th>Program Category Requirements and Course Selections</th>
<th>Orientation, 0 total credits</th>
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<tr>
<td>MTE 507 ~.................................................</td>
<td>Orientation to Teacher Education</td>
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<tr>
<th>Introductory Course, 1 total credit</th>
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| COM 516 .............................................. | 1 credits |

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<tr>
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| The Art and Science of Teaching |

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<th>Educational Theories and Models, 6 total credits</th>
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| MTE 508 ~............................................. | 3 credits |
| Models, Theories and Strategies for Secondary Education |
| MTE 523 ................................................ | 3 credits |
| Maintaining an Effective Learning Climate |

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<th>Human Development, 2 total credits</th>
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| MTE 506 ~............................................. | 2 credits |
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<th>Assessment, 3 total credits</th>
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| MTE 562 ~............................................. | 3 credits |
| Assessment and Evaluation |

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<th>Secondary Reading, 3 total credits</th>
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| RDG 542 ~.......................................... | 3 credits |
| Curriculum Constructs & Assessment: Reading Methods for Secondary Settings |

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| MTE 559 ............................................. | 3 credits |
| Curriculum Constructs and Assessment: Secondary Methods |
| SEI 500 ............................................... | 3 credits |
| Structured English Immersion |

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<th>Secondary Elective, 3 total credits</th>
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| SEI 503 ~.......................................... | 3 credits |
| Advanced Structured English Immersion Methods |

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<th>Special Populations, 2 total credits</th>
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| SPE 514 ............................................... | 2 credits |
| Survey of Special Populations |

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<tr>
<th>Student Teaching &amp; Field Experience, 8 total credits</th>
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| SEC 598 ............................................... | 4 credits |
| Secondary Student Teaching Part A |
| SEC 599 ~............................................. | 4 credits |
| Secondary Student Teaching Part B |
| The University reserves the right to modify the required course of study. |

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<td>• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved 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.</td>
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<td>• A minimum equivalent of three (3) years post-high school work or volunteer experience.</td>
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ELM 599 ................................................................. 4 credits

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<th>Elementary Student Teaching Part B</th>
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| 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. |

| Master of Arts in Education/Secondary Teacher Education |

| The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-s. Courses requiring prerequisites are identified by a ~ symbol following the course number. |

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| Orientation, 0 total credits |

| MTE 507 .......................................................... | 0 credits |
| Orientation to Teacher Education |

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- 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
  - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 36 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 Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years
- Verification of the completion of 100 hours of field experience.
- Students residing in Iowa must provide verification of the completion of any outstanding credits as indicated in the admissions requirements prior to student teaching.

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-S

- A candidate must earn a grade of "B" (grades of "I" or "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 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 the program.

Institutional Recommendation for the MAED/TED-S

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of school law, state and U.S. Constitution coursework, as required by the state certification agency.
- Students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 559, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514
Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Provisional SEI Endorsement (SEI 500)
- Arizona Full SEI Endorsement (SEI 503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at https://www.ade.az.gov/oelas/.

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Program; 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>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

**Field Experience for the MAED/TED-S**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 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-S**

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

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students 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.

**Arizona Teaching Intern Certificate Program**

The requirements for initial issuance of the teaching intern certificate are:

- A Bachelor’s degree or higher from an accredited institution
- A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant’s teaching assignment(s)
- Completion of the requirements for a Provisional Structured English Immersion endorsement as prescribed in R7-2-613(J)
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety
Course Descriptions for the MAED/TED-S

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.

SEC 508 ................................................................. 3 credits
Models, Theories and Strategies for Secondary Education
This course focuses on the theoretical models that underlie 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 559 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Methods
This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

SEI 500 ................................................................. 3 credits
Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SEI 503 ................................................................. 3 credits
Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
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.

SEC 598 .......................................................... 4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 .......................................................... 4 credits
Secondary 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.

Master of Arts in Education/Elementary Teacher Education (California)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with cooperating teacher from a school site and 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-ted-e.

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

Program Category Requirements and Course Selections
Orientation, 0 total credits
Orientation to Teacher Education
Introductory Course, 1 total credit
COM 516 ......................................................... 1 credit
Professional Communications
Foundations of Education, 2 total credits
MTE 501 ~ ....................................................... 2 credits
The Art and Science of Teaching
Educational Theories and Models, 6 total credits
MTE 518CA ~ .................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 522CA ...................................................... 3 credits
Maintaining an Effective Learning Climate for Elementary Settings
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 537CA ..................................................... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
Special Populations, 5 total credits
ELL 500 ........................................................ 3 credits
Instructional Methods for English Language Learners
SPE 514CA ...................................................... 2 credits
Survey of Special Populations
Elementary Methods and Assessment, 10 total credits
MTE 531 ........................................................ 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533CA ...................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 ........................................................ 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 ........................................................ 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
Student Teaching, 8 total credits
ELM 590 ~ ....................................................... 4 credits
Elementary Student Teaching Part A
ELM 595 ~ ....................................................... 4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the Required Course of Study.
Teacher Performance Assessment, 2 total credits
TPA 001 ~ .................................................................................................1 credit
Subject Specific Pedagogy
TPA 002 ~ .................................................................................................1 credit
Designing Instruction
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-E
All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate 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.

• All California residents (Online and Local) must enroll in this program prior to entering the Student Teaching experience. Candidates must pass the state exam (i.e. CBEST, CSET, Praxis I, etc.) using their state's cut score.

• 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-E
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling. Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

Level 2 Candidate Status is completed prior to the completion of 12 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.
  • Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.
  • Students enrolled in MAED/TED-E must pass all sections of the CSET: Multiple Subjects examination plus the additional CSET: Writing Skills examination will have met the basic skills requirement and will not need to pass the CBEST.

• Verification of fingerprint clearance
• Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  • The candidate provides evidence of having passed the appropriate subject matter examination(s).
  • The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  • The candidate provides evidence of registration for the next scheduled examination.
  • The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  • The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

• TB test results (District specific)
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/TED-E
• Completion of a minimum of 43 credits.
• A minimum grade point average (GPA) of 3.0.
• Students must pass all four Teacher Performance Assessments (TPA).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.
• Completion of e-portfolio.
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
• The candidate provides evidence of registration for the next scheduled examination.

Academic Progression Requirements for the MAED/TED-E
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

• 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. California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.

Candidates enrolled in MAED/TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
Transfer Requirements for the MAED/TED-E

Transfer of non-California specific coursework
California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:
- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-E
- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: ELM 590, ELM 595
- 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.

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

Students in this program may waive a maximum of 6 credits from their required course of study 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, ELM 590, ELM 595, MTE 507CA, MTE 518CA, MTE 522CA, MTE 533CA, RDG 537CA, SPE 514CA, TPA 001, TPA 002

Students who complete the Teach for America Summer Institute are eligible to waive the following courses 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</td>
<td>MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 518, SEC 508CA</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 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-E

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

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
- Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

**Out of state Student Teaching**
Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

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

**California Teaching Performance Assessment Policy**
- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
- TPA 1 and TPA 2 = 3 attempts
- TPA 3 and TPA 4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

**California Intern Credential**
Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.
- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Signed Internship Agreement
  - Certificate of Clearance
• Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
• US Constitution (units or exam)
• Verification of TB results
• Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
• Two professional letters of recommendation completed in the past year
• Completion of the following coursework: MTE 506, MTE 507CA, MTE 518CA, ELL 500, MTE 522CA, RDG 537CA or RDG 542CA.
• If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
• Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

California Early Completion Option
California residents may qualify, per state Commission requirements, for the early completion option. This allows candidates to complete only the supervised student teaching component and teaching performance assessment.

Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4. Candidates do not waive course work in MAED/TED and are not earning an MAED/TED degree.

Course Descriptions for the MAED/TED-E
MTE 507CA ................................................................................... 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, 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 518CA ................................................................................... 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, develop lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.

MTE 522CA ................................................................................... 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 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 standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

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

Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the design and delivery of a comprehensive reading/language arts program of systematic instruction in reading, writing, listening, and speaking in multiple subject classrooms. Emphasis is placed on instructional planning, design, delivery and assessment as well as universal access and differentiated instruction. Candidates use this knowledge to prepare an integrated unit of instruction. Guided field experience, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

ELL 500 ..................................................................................... 3 credits

Instructional Methods for English Language Learners
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
SPE 514CA ................................................................. 2 credits
Survey of Special Populations
This course provides an overview of the categories of exceptional- ity 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 533CA ........................................................ 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 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 life-long 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.

ELM 590 ................................................................. 4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the California Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

TPA 002 ................................................................. 1 credit
Subject Specific Pedagogy
This course addresses California’s Teaching Performance Assessment: Principles of Content-Specific and Developmentally Appropriate Pedagogy. Students will review the elements of this assessment and will demonstrate their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Through this assessment process, students will learn the importance of their performance with K-12 students in mastering the knowledge, skills and abilities required of a beginning teacher, as exemplified in the Teacher Performance Expectations.

TPA 002 ................................................................. 1 credit
Designing Instruction
This course addresses the second task of California’s Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teacher Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.
Master of Arts in Education/Teacher Education Middle Level Generalist (Texas)

The following Master of Arts in Education/Teacher Education Middle Level Generalist (MAED/TEDMG) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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/Teacher Education Middle Level Generalist (MAED/TEDMG) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDMG 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 middle level 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-tedmg.

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 ~................................................................. 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 523 ~................................................................. 3 credits
Maintaining an Effective Learning Climate

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

Reading, 4 total credits
RDG 532 ~................................................................. 4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

Special Populations, 5 total credits
MTE 533 ~................................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ~................................................................. 2 credits
Survey of Special Populations

Methods and Assessment, 9 total credits
MTE 531 ~................................................................. 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 ~................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 ~................................................................. 3 credits
Assessment and Evaluation

Student Teaching, 8 total credits
MTE 586 ~................................................................. 4 credits
Student Teaching Part A
MTE 587 ~................................................................. 4 credits
Student Teaching Part B

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

Additional Admission Requirements for the MAED/TEDMG

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• A minimum equivalent of three (3) years post-high school work or volunteer experience.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.

Candidacy Status for the MAED/TEDMG

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
  • Verification of fingerprint clearance
  • Successful completion of the Oral Language Proficiency Assessment.

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

Degree Completion Requirements for the MAED/TEDMG

• Completion of a minimum of 37 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 the Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation must be 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 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.

Residency Requirements and Course Waivers for the MAED/TEDMG

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

• In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  • The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• 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.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Field Experience for the MAED/TEDMG

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 development levels from 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/TEDMG

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

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.

• Student 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 a middle level generalist, middle level (content 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, can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

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

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

Out of state Student Teaching

• Candidates who are unable to complete their student teaching experience at the university 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.

Institutional Recommendation for the MAED/TEDMG

• 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 Certificate Application in order to receive a certificate 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 Descriptions for the MAED/TEDMG

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 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 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.

MTE 586 ..................................................................................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 587 ..................................................................................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.

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**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.

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**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

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**Curriculum Constructs and Assessment: English Language Arts**
This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

MTE 553 ..................................................................................3 credits

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**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.

RDC 532 ..................................................................................4 credits

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**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.

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**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.

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**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.

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**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.

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**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.
Master of Arts in Education/Teacher Education Middle Level Mathematics (Texas)

The following Master of Arts in Education/Teacher Education Middle Level Mathematics (MAED/TEDMM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depends 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/Teacher Education Middle Level Mathematics (MAED/TEDMM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDMM 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 middle level 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-tedmm.

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 ................................................................. 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 523 ................................................................. 3 credits
Maintaining an Effective Learning Climate

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

Reading, 4 total credits
RDG 532 ~ ........................................................................ 4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

Special Populations, 5 total credits
MTE 533 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................. 2 credits
Survey of Special Populations

Methods and Assessment, 7 total credits
MTE 533 ................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 ~ ................................................................. 3 credits
Assessment and Evaluation

Middle Level Elective, 3 total credits
MTE 564 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math

Student Teaching, 8 total credits
MTE 586 ................................................................. 4 credits
Student Teaching Part A
MTE 587 ~ ................................................................. 4 credits
Student Teaching Part B

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

Additional Admission Requirements for the MAED/TEDMM

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Students in the MAED/TEDMM-Middle Level Mathematics program must have preparation in the Mathematics field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/TEDMM

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 must meet the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance
  • Successful completion of the Oral Language Proficiency Assessment.

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

Degree Completion Requirements for the MAED/TEDMM

• Completion of a minimum of 38 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 Teacher Education - Middle Level Mathematics

Academic Progression Requirements for the MAED/TEDMM

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

• Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
• Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
• 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/TEDMM

• A candidate must earn a grade of “B” (grades of “I” and “B-“ are not accepted) or better in the following courses in order to student teach: MTE 586, MTE 587
• 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.

Residency Requirements and Course Waivers for the MAED/TEDMM

• 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.

Field Experience for the MAED/TEDMM

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 development levels from 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/TEDMM

• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.

Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.

Student 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 a middle level generalist, middle level (content 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, can "student teach" or "validate" in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.

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

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

### Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

### Institutional Recommendation for the MAED/TEDMM

- 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 Certificate Application in order to receive a certificate 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 Descriptions for the MAED/TEDMM

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
<td>0 credits</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1 credit</td>
</tr>
<tr>
<td>MTE 501</td>
<td>The Art and Science of Teaching</td>
<td>2 credits</td>
</tr>
<tr>
<td>MTE 518</td>
<td>Models, Theories, and Instructional Strategies</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Out of state Student Teaching

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

RDC 532 ............................................................4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8
This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

MTE 553 ..........................................................4 credits
Curriculum Constructs & Assessment: Science and Mathematics
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.

MTE 562 ..........................................................3 credits
Assessment and Evaluation
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 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 586 ..........................................................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 587 ..........................................................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.
Master of Arts in Education/Teacher Education Middle Level Science (Texas)

The following Master of Arts in Education/Teacher Education Middle Level Science (MAED/TEDMS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depends 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/Teacher Education Middle Level Science (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 middle level 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.

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 ................................................................. 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 523 ................................................................. 3 credits
Maintaining an Effective Learning Climate

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

Reading, 4 total credits
RDG 532 ................................................................. 4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

Special Populations, 5 total credits
MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
SPE 514 ................................................................. 2 credits
Survey of Special Populations

Methods and Assessment, 7 total credits
MTE 533 ................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 ~ ................................................................. 3 credits
Assessment and Evaluation

Middle Level Elective, 3 total credits
MTE 569 ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Science

Student Teaching, 8 total credits
MTE 586 ................................................................. 4 credits
Student Teaching Part A
MTE 587 ~ ................................................................. 4 credits
Student Teaching Part B

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

Additional Admission Requirements for the MAED/TEDMS

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

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

- A minimum equivalent of three (3) years post-high school work or volunteer experience.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

- Students in the MAED/TEDMS Middle Level Science program must have preparation in the Science field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.

- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/TEDMS

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
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

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

Degree Completion Requirements for the MAED/TEDMS

- Completion of a minimum of 38 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 students’ 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 Teacher Education - Middle Level Science

Academic Progression Requirements for the MAED/TEDMS

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- 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/TEDMS

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: MTE 586, MTE 587
- 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.

Residency Requirements and Course Waivers for the MAED/TEDMS

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 533, MTE 569, MTE 586, MTE 587, RDG 532, SPE 514

Field Experience for the MAED/TEDMS

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 development levels from 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/TEDMS

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Candidates must earn a “B” or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a “B” or better will be required to repeat the seminar and student teaching.
• Student 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 a middle level generalist, middle level (content 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, can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

• Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDMS

• 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 Certificate Application in order to receive a certificate 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 Descriptions for the MAED/TEDMS

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 introduces 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 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.

RDC 532 ...........................................................................4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8
This course focuses on the knowledge, skills, texts, and instructional settings that are unique to students in grades 4-8. It emphasizes best practices in the instruction and in the assessment of oral language, word study, vocabulary, comprehension, fluency, research and study skills, writing, viewing and presenting/representing. Varied strategies for developing critical thinking, reading, and writing skills that facilitate learning in content areas are explored. Differentiating instruction is examined as a means of addressing the diverse cultures, strengths, and needs of students in 4-8 classrooms.

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 multiethic 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 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 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.

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 586 ....................................................................................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 587 ....................................................................................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.
Master of Arts in Education/Teacher Education Secondary Mathematics (Texas)

The following Master of Arts in Education/Teacher Education Secondary Mathematics (MAED/TEDSM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depend on student demand and other factors. Not all programs may be available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education/Teacher Education Secondary Mathematics (MAED/TEDSM) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDSM 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-tedsm.

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 ................................................................................. 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 Strategies for Secondary Education

MTE 523 ................................................................................. 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ............................................................................. 2 credits
Child and Adolescent Development

Reading, 3 total credits

RDC 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

Methods and Assessment, 6 total credits

MTE 562 ~ ............................................................................. 3 credits
Assessment and Evaluation

MTE 564 ................................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math

Secondary Elective, 3 total credits

EDD 520 ................................................................................. 3 credits
Critical Issues in Education

Student Teaching, 8 total credits

SEC 598 ................................................................................. 4 credits
Secondary Student Teaching Part A

SEC 599 ~ ............................................................................. 4 credits
Secondary Student Teaching Part B

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

Additional Admission Requirements for the MAED/TEDSM

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• A minimum equivalent of three (3) years post-high school work or volunteer experience.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Students in the MAED/TEDSM-Secondary Mathematics program must have preparation in the Mathematics field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.

• Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/TEDSM

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 must meet the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student’s eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

Degree Completion Requirements for the MAED/TEDSM

- Completion of a minimum of 36 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 Teacher Education - Secondary Mathematics

Academic Progression Requirements for the MAED/TEDSM

Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- 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/TEDSM

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 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 the program.

Residency Requirements and Course Waivers for the MAED/TEDSM

- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
  - The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Field Experience for the MAED/TEDSM

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 development levels from birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Formal field experience evaluations are required during the program (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/TEDSM

- Candidates must earn a "B" or better in Student Teaching.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student 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 a middle level generalist, middle level (content 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, can 'student teach' or validate in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

- Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDSM

- 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 Certificate Application in order to receive a certificate 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 Descriptions for the MAED/TEDSM

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 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 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.
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.
SEC 598  ................................................................. 4 credits

**Secondary Student Teaching Part A**
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SEC 599  ................................................................. 4 credits

**Secondary 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.
### Master of Arts in Education/Teacher Education Secondary Science (Texas)

The following Master of Arts in Education/Teacher Education Secondary Science (MAED/TEDSS) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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/Teacher Education Secondary Science (MAED/TEDSS) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TEDSS 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-tedss.

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

#### Program Category Requirements and Course Selections

##### Orientation, 0 total credits

- Orientation to Teacher Education MTE 507 ................................................................. 0 credits

##### Introductory Course, 1 total credit

- Professional Communications COM 516 ........................................................................ 1 credit

##### Foundations of Education, 2 total credits

- The Art and Science of Teaching MTE 501 ~ ................................................................. 2 credits

##### Educational Theories and Models, 6 total credits

- Models, Theories and Strategies for Secondary Education SEC 508 .................................................. 3 credits
- Maintaining an Effective Learning Climate MTE 523 .......................................................... 3 credits

##### Human Development, 2 total credits

- Child and Adolescent Development MTE 506 ~ ................................................................. 2 credits

#### Reading, 3 total credits

- Reading Methods for Secondary Settings RDG 542 .......................................................... 3 credits

#### Curriculum Constructs & Assessment

- Assessment and Evaluation MTE 562 ~ ................................................................. 3 credits
- Secondary Student Teaching Part A SEC 599 ................................................................. 4 credits
- Secondary Student Teaching Part B SEC 599 ~ ................................................................. 4 credits

#### Critical Issues in Education

- Critical Issues in Education EDD 520 ........................................................................ 3 credits

#### Additional Admission Requirements for the MAED/TEDSS

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- Students in the MAED/TEDSS-Secondary Science program must have preparation in the Science field by verification of at least 24 semester hours. Of those 24 semester hours, 12 semester hours must be at the upper division level.
- Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/TEDSS
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 must meet the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance
  - Successful completion of the Oral Language Proficiency Assessment.

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

Degree Completion Requirements for the MAED/TEDSS
- Completion of a minimum of 36 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

Teacher Education - Secondary Science

Academic Progression Requirements for the MAED/TEDSS
Candidates must provide verification of content knowledge mastery prior to beginning their student teaching experience. Candidates must provide:

- Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
- 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/TEDSS
- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 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 the program.

Residency Requirements and Course Waivers for the MAED/TEDSS
- Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
- In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of ”B” (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

Field Experience for the MAED/TEDSS
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 development levels from 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/TEDSS
- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
• Student 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 a middle level generalist, middle level (content 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, can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching
• Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Teacher Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TEDSS
• 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 Certificate Application in order to receive a certificate 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 Descriptions for the MAED/TEDSS
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 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.

University of Phoenix, 2012-2013
COLLEGE OF EDUCATION (Online)
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.

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.

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.

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.

SEC 598 ................................................................. 4 credits
**Secondary Student Teaching Part A**
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.

SEC 599 ................................................................. 4 credits
**Secondary 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.
Master of Arts in Education/Secondary Teacher Education (California)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that will 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-ted-s.

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

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507CA ................................................................. 0 credits
Orientation to Teacher Education

Introductory Course, 1 total credit

COM 516 ................................................................. 1 credit
Professional Communications

Foundations of Education, 2 total credits

MTE 501 ~ ................................................................. 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits

SEC 508CA ~ ............................................................ 3 credits
Models, Theories, and Strategies for Secondary Education
MTE 523CA ............................................................. 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 542CA ~ ............................................................ 3 credits
Curriculum Constructs & Assessment: Reading Methods for Secondary Settings

Special Populations, 5 total credits

ELL 500 ................................................................. 3 credits
Instructional Methods for English Language Learners
SPE 514CA ............................................................. 2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits

MTE 543CA ............................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Visual & Performing Arts
MTE 564CA ............................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 566CA ............................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 567CA ............................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 569CA ............................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 551 ................................................................. 3 credits
Curriculum Constructs and Assessment: Physical Education

Secondary Elective, 2 total credits

MTE 541CA ............................................................. 2 credits
Language Development for Secondary Settings

Student Teaching, 8 total credits

SEC 590 ~ ................................................................. 4 credits
Secondary Student Teaching Part A
SEC 595 ~ ................................................................. 4 credits
Secondary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits

TPA 001 ~ ................................................................. 1 credit
Subject Specific Pedagogy
TPA 002 ~ ................................................................. 1 credit
Designing Instruction

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

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate 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.
• All California residents (Online and Local) must enroll in this version. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.
• A minimum equivalent of three (3) years post-high school work or volunteer experience.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling. Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidacy 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 1, etc.) using their state’s cut score.
  - Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.

- Verification of fingerprint clearance

- Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:
  - The candidate provides evidence of having passed the appropriate subject matter examination(s).
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having completed a Commission approved subject matter preparation program.
  - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

- TB test results (District specific)

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

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 37 credits.
- A minimum grade point average (GPA) of 3.0.
- Students must pass all four Teacher Performance Assessments (TPA).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.
- The diploma awarded for this program will read as follows: Master of Arts in Education Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

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

- 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. California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience. Candidates enrolled in MAED/TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction. Verification of scores is maintained by the campus Credential Analyst.

Transfer Requirements for the MAED/TED-S

Transfer of non-California specific coursework

California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

The following non-California (CA) courses can be transferred into the California specific program:

- MTE 501 (2 credits)
- MTE 505 (3 credits) or MTE 506 (2 credits)
- MTE 508 (3 credits) or MTE 509 (2 credits)

Minimum Grade Requirements for the MAED/TED-S

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: SEC 590, SEC 595
• 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.

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

Students in this program may waive a maximum of 6 credits from their required course of study 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 507CA, SEC 508CA, MTE 523CA, RDG 542CA, SPE 514CA, MTE 543CA, MTE 566CA, MTE 567CA, MTE 569CA, MTE 551, MTE 541CA, SEC 590, SEC 595, TPA 001, TPA 002 Students who complete the Teach for America Summer Institute are eligible to waive the following courses 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 | MTE 501, MTE 501CA, MTE 506, MTE 506CA, MTE 518, MTE 518CA
MAED/TED-S | MTE 501, MTE 506, MTE 518, SEC 508CA
MAED/SPE | SPE 578

Field Experience for the MAED/TED-S

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

Student Teaching for the MAED/TED-S

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

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.

• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

• Candidates in the MAED/TED program may not student teach in special education.

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

• California students must pass the Teacher Performance Assessment 3 and 4 during student teaching. Students may attempt the Teacher Performance Assessment 3 and 4 a maximum of two (2) times.
Candidates enrolled in this program must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.

Candidates enrolled in this program must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.

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

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

**Out of state Student Teaching**

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

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

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

**Institutional Recommendation for the MAED/TED-S**

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

**California Teaching Performance Assessment Policy**

- Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.
- Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.
- Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considered passing scores.
- Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program. TPA 1 and TPA2 = 3 attempts TPA 3 and TPA4 = 2 attempts
- Students who transfer into MAED/TEDCA E or S and have documentation of passing TPA 1: Subject-Specific Pedagogy and/or TPA 2: Designing Instruction while attending another university are not required to complete the corresponding preparation courses TPA 001 - Subject-Specific Pedagogy and/or TPA 002 - Designing Instruction. Students should submit a course waiver request to apply the TPA 1 and/or TPA 2 assessments to the TPA 001 and/or TPA 002 courses at University of Phoenix.

**California Intern Credential**

Candidates in California may qualify for an intern credential in California while enrolled in the MAED/TED program. The California Commission has identified specific requirements for intern qualification.

- Candidates who qualify as an elementary or secondary intern must meet the requirements noted below and sign an intern checklist.
- Candidates who are seeking an Internship must also be advised of the Early Completion Option.
- Candidates must provide verification of each of the following requirements:
  - Passing score on CBEST
  - Passing score on appropriate CSET for intern placement
  - Completion of a Bachelors degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Signed Internship Agreement
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  - US Constitution (units or exam)
  - Verification of TB results
  - Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
  - Two professional letters of recommendation completed in the past year
  - Completion of the following coursework: MTE 506, MTE 507CA, MTE 518CA, ELL 500, MTE 522CA, RDG 537CA or RDG 542CA.
• If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.

• Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

California Early Completion Option
California residents may qualify, per state Commission requirements, for the early completion option. This allows candidates to complete only the supervised student teaching component and teaching performance assessment.
Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4.
Candidates do not waive course work in MAED/TED and are not earning an MAED/TED degree.

Course Descriptions for the MAED/TED-S
MTE 507CA ................................................................. 0 credits

Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, 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 508CA ............................................................. 3 credits

Models, Theories, and 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 523CA ................................................................. 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 standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.
RDG 542CA ............................................................... 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
This course focuses on the design and delivery of content-based literacy strategies (reading, writing, listening and speaking) in single subject classrooms. Emphasis is placed on instructional planning, design, and delivery; assessment; universal access and differentiated instruction. Candidates use this knowledge to prepare a comprehensive content area lesson plan. Guided field experience, based on work with a 7th-12th-grade student, is incorporated into the course requirements.
ELL 500 ................................................................. 3 credits

Instructional Methods for English Language Learners
This course focuses on instruction for English Language Learners (ELLs). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, assessment of linguistically diverse K–12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
SPE 514CA ............................................................... 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.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>MTE 543CA</td>
<td>Curriculum Constructs &amp; Assessment: Secondary Visual &amp; Performing Arts</td>
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<td>MTE 564CA</td>
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<td>MTE 551</td>
<td>Curriculum Constructs and Assessment: Physical Education</td>
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<tr>
<td>SEC 590</td>
<td>Language Development for Secondary Settings</td>
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**MTE 543CA - Curriculum Constructs & Assessment: Secondary Visual & Performing Arts**

This course explores the theory, application, and strategies of teaching the visual and performing arts in middle and secondary school. Participants identify the educational needs of students by exploring current instructional theory, national and state standards, assessment practices, aesthetic valuing, artistic perception, and historical and cultural origins that impact the arts. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills and use of technology as they relate to visual and performing arts instruction.

**MTE 564CA - 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 566CA - Curriculum Constructs & Assessment: Secondary English/Language Arts**

This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

**MTE 567CA - 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 569CA - Curriculum Constructs and Assessment: Secondary Science**

This course is designed to prepare students to teach science at the secondary level. Participants identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

**MTE 551 - 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.

**Language Development for Secondary Settings**

This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

**SEC 590 - Secondary Student Teaching Part A**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.
Secondary Student Teaching Part B

This course will focus on the elements of the CalTPA Task Four: Culminating Teaching Experience Task. The course explores the following topics: school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. It also provides practical guidance in seeking a teaching position. This course will serve as a forum for open discussion and problem solving based on student teaching classroom experiences and their ability to use and apply the full-range of Teaching Performance Expectations.

TPA 001 .................................................................................... 1 credit

Subject Specific Pedagogy

This course addresses task one of California's Teaching Performance Assessment: Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy. This course will offer an overview of the California Teaching Performance Assessments, their history, California Teaching Performance Expectations and their connections to the Teaching Performance Assessments. Students will review the elements of task one, Subject-Specific Pedagogy: Principles of Content-Specific and Developmentally Appropriate Pedagogy, including understanding what the task measures, constructing high quality responses and demonstrating their knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy through the task's exercises.

TPA 002 .................................................................................... 1 credit

Designing Instruction

This course addresses the second task of California's Teaching Performance Assessment: Designing Instruction, Connecting Instructional Planning to Student Characteristics for Academic Learning. Students will review the elements of the Designing Instruction Teaching Performance Assessment and will demonstrate their ability to learn important details about a classroom of students, an English learner, and a student who presents a different instructional challenge. Students will focus on how instructional planning connects to student characteristics of a whole class and to two focus students who present a different instructional challenge.

Master of Arts in Education/Elementary Teacher Education (Tennessee)

The following Master of Arts in Education (MAEd)/Elementary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

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

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 .................................................................................... 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

**Assessment, 3 total credits**
MTE 562 ~ .................................................................3 credits
Assessment and Evaluation

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

**Special Populations, 8 total credits**
SEI 500 .................................................................3 credits
Structured English Immersion
SEI 503~ .................................................................3 credits
Advanced Structured English Immersion Methods
SPE 514.................................................................2 credits
Survey of Special Populations

**Elementary Methods and Assessment, 10 total credits**
MTE 531.................................................................2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533.................................................................4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534.................................................................2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 .................................................................2 credits
Curriculum Constructs & Assessment: Physical Education and Health

**Student Teaching & Field Experience, 8 total credits**
ELM 598 ~ .................................................................4 credits
Elementary Student Teaching Part A
ELM 599 ~ .................................................................4 credits
Elementary Student Teaching Part B

The University reserves the right to modify the Required Course of Study.

**Additional Admission Requirements for the MAED/TED-E**
All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- Students residing in Tennessee and/or attending University of Phoenix Online must have an undergraduate degree in a content area recognized by the Tennessee State Board of Education. Refer to the Tennessee State Board of Education website for a list of recognized degree areas for teacher licensure at the secondary level. The student's undergraduate degree area must be the same as the licensure area sought, student teaching placement, and required state subject area exam.

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.

**Candidacy Status for the MAED/TED-E**
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted 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
  - Verification of fingerprint clearance

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

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

- Completion of a minimum of 44 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 students 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
Academic Progression Requirements for the MAED/TED-E

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

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- 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-E

- A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: ELM 598 and ELM 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 the program.

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

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, 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>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Institutional Recommendation for the MAED/TED-E

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

Field Experience for the MAED/TED-E

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

Student Teaching for the MAED/TED-E

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

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

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

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

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 maintaining 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 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.

SEI 500 .....................................................................................3 credits

Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.
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.

SEI 503 ................................................................. 3 credits

Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 514 ................................................................. 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 area 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 531 ................................................................. 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

Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 598 ................................................................. 4 credits

Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Secondary Teacher Education (Tennessee)

The following Master of Arts in Education (MAEd)/Secondary Teacher Education program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

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

Program Category Requirements and Course Selections

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

Introductory Course, 1 total credit
COM 516 Professional Communications ............................................................ 1 credits

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

Educational Theories and Models, 6 total credits
SEC 508 ~ Models, Theories and Strategies for Secondary Education ....... 3 credits
MTE 523 Maintaining an Effective Learning Climate ..................................... 3 credits

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

Assessment, 3 total credits
MTE 562 ~ Assessment and Evaluation ............................................................ 3 credits

Secondary Reading, 3 total credits
RDG 542 Curriculum Constructs & Assessment: Reading Methods for Secondary Settings ..................................................... 3 credits

Special Populations, 5 total credits
SEI 500 Structured English Immersion .............................................................. 3 credits
SPE 514 Survey of Special Populations ............................................................ 2 credits

Secondary Methods and Assessment, 3 total credits
MTE 559 Curriculum Constructs and Assessment: Secondary Methods .......... 3 credits

Secondary Elective, 3 total credits
SEI 503 Advanced Structured English Immersion Methods ......................... 3 credits

Student Teaching & Field Experience, 8 total credits
SEC 598 ~ Secondary Student Teaching Part A .............................................. 4 credits
SEC 599 ~ Secondary Student Teaching Part B .............................................. 4 credits

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

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students residing in Tennessee and/or attending University of Phoenix Online must have an undergraduate degree in a content area recognized by the Tennessee State Board of Education. Refer to the Tennessee State Board of Education website for a list of the recognized degree areas for teacher licensure at the secondary level. The student’s undergraduate degree area must be the same as the licensure area sought, student teaching placement, and required state subject area exam.

• 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.
Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program without 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
    - Verification of fingerprint clearance

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

Degree Requirements for the MAED/TED-S

- Completion of a minimum of 36 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 Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

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-S

- A candidate must earn a grade of "B" (grades of "T" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598 and SEC 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 the program.

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 518, MTE 523, MTE 559, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

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

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</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Institutional Recommendation for the MAED/TED-S

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

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

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

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.

• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

• Candidates in the MAED/TED program may not student teach in special education.

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

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

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

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

SEC 508 .............................................................................3 credits
Models, Theories and 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.

SEI 500 ................................................................. 3 credits

**Structured English Immersion**

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

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 559 ................................................................. 3 credits

**Curriculum Constructs and Assessment: Secondary Methods**

This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.

SEI 503 ................................................................. 3 credits

**Advanced Structured English Immersion Methods**

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SEC 598 ................................................................. 4 credits

**Secondary Student Teaching Part A**

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.

SEC 599 ................................................................. 4 credits

**Secondary Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Elementary Teacher Education (Utah)

The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-ted-e.

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

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 Orientation to Teacher Education 0 credits

Introductory Course, 1 total credit

COM 516 Professional Communications 1 credit

Foundations of Education, 2 total credits

MTE 501 The Art and Science of Teaching 2 credits

Educational Theories and Models, 6 total credits

MTE 518 Models, Theories, and Instructional Strategies 3 credits

MTE 522 Maintaining an Effective Learning Climate for Elementary Settings 3 credits

Human Development, 2 total credits

MTE 506 Child and Adolescent Development 2 credits

Assessment, 3 total credits

MTE 562 Assessment and Evaluation 3 credits

Reading, 4 total credits

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

Special Populations, 5 total credits

SPE 514 Survey of Special Populations 2 credits

Survey of Special Populations 3 credits

Instruction and Assessment of English Language Learners 2 credits

Elementary Methods and Assessment, 10 total credits

MTE 531 Curriculum Constructs & Assessment: Science and Mathematics 2 credits

MTE 553 Survey of Special Populations 4 credits

MTE 534 Curriculum Constructs & Assessment: Visual and Performing Arts 2 credits

Survey of Special Populations 2 credits

Curriculum Constructs & Assessment: Physical Education and Health 2 credits

Student Teaching & Field Experience, 8 total credits

ELM 598 Elementary Student Teaching Part A 4 credits

ELM 599 Elementary Student Teaching Part B 4 credits

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

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Upon admission, student must have completed all but six (6) semester hours in the required subject majors and/or minors. These additional six (6) credits must be completed prior to student teaching. Information regarding acceptable majors/minors and credit requirements for secondary teacher licensure can be located on the Utah State Office of Education website.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is enrolling, 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.
Candidacy Status for the MAED/TED-E

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted 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
  - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 41 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

Academic Progression Requirements for the MAED/TED-E

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

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students enrolled at a Utah campus must provide verification of a 'student teaching license' and submit a copy of the license prior to the student teaching placement
- Students enrolled at the Utah campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements 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-E

- A candidate must earn a grade of "B" (grades of "I" and "B-") or better in the following courses in order to student teach: ELM 598, ELM 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 the program.

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 518, MTE 522, MTE 553, RDG 537, SPE 514

Students who complete the Teach for America Summer Institute are eligible to waive the following courses 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>
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<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
</table>
Field Experience for the MAED/TED-E

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 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-E

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or validate in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

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

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

Institutional Recommendation for the MAED/TED-E

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

Course Descriptions for the MAED/TED-E

MTE 501 ...................................................................................2 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 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 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 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 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 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.
SPE 514 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 533 Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 531 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 534 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 537 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 538 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.
Program Category Requirements and Courses Selections

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

Introductory Course, 1 total credit
COM 516 ................................................................. 1 credit
Professional Communications

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

Educational Theories and Models, 6 total credits
SEC 508 ~ ................................................................. 3 credits
Models, Theories and Strategies for Secondary Education
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
SPE 514 ................................................................. 2 credits
Survey of Special Populations
MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners

Secondary Methods and Assessment, 3 total credits
Students must choose one of the following courses:
MTE 559 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Methods
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

Secondary Elective, 3 total credits
Students must choose one of the following courses:
MTE 556 ................................................................. 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
MTE 557 ................................................................. 3 credits
Language Development for Secondary Settings
MAT 504 ................................................................. 3 credits
Adolescent Psychology
MAT 538 ................................................................. 3 credits
Middle School Foundations and Philosophy
Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

Upon admission, student must have completed all but six (6) semester hours in the required secondary endorsement area. These additional six (6) credits must be completed prior to student teaching. Information regarding endorsement coursework requirements for secondary teacher licensure can be located on the Utah State Office of Education website.

Students using foreign credentials when enrolling in a program must be currently employed or have access to a suitable work environment for the completion of course assignments.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Verification of the completion of 100 hours of field experience.
- Demonstration of basic skills proficiency.
- Evaluation of basic skills proficiency.
- Completion of Field Experience Observation Record (100 hours).
- 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

Academic Progression Requirements for the MAED/TED-S

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)
- Students enrolled at a Utah campus must provide verification of a 'student teaching license' and submit a copy of the license prior to the student teaching placement.
- Students enrolled at the Utah campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements 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-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 36 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.

The University reserves the right to modify the Required Course of Study.
Residency Requirements and Course Waivers for the MAED/TED-S

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, MTE 569, RDG 542, SEC 508, SEC 598, SEC 599, SPE 514

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

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<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</tbody>
</table>

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 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 campus faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

Student Teaching for the MAED/TED-S

• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.

• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g., 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Out of state Student Teaching

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

• Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Institutional Recommendation for the MAED/TED-S

• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
Maintaining an Effective Learning Climate

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 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 plans design, 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, psychological, 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 standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

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 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.

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 553 ................................................................. 3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

MTE 559 ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Methods
This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
MTE 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 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 and management plans for diverse 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 556 ................................................................. 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 557 ................................................................. 3 credits
Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 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 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.

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.

SEC 598 ................................................................. 4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

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

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 ............................................................................... 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

Assessment, 3 total credits
MTE 562 ~ ............................................................................... 3 credits
Assessment and Evaluation

Reading, 9 total credits
RDG 537 ~ ............................................................................... 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
MTE 536 ............................................................................... 3 credits
Children’s Literature
MTE 529 ............................................................................... 2 credits
Reading and Phonological Theory

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 and Social Science
MTE 533 ............................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 ............................................................................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 ............................................................................... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching & Field Experience, 8 total credits
ELM 598 ~ ............................................................................... 4 credits
Elementary Student Teaching Part A
ELM 599 ~ ............................................................................... 4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the Required Course of Study.

Additional Admission Requirements for the MAED/TED-E

All applicants are expected to meet the following admissions requirements:

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

• A minimum equivalent of three (3) years post-high school work or volunteer experience.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Candidacy Status for the MAED/TED-E
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted 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
  • Verification of fingerprint clearance

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

Academic Progression Requirements for the MAED/TED-E
Candidates must provide verification of the following prior to beginning their student teaching experience. 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)
• Students enrolled at the Nevada campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements 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-E
• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: ELM 598 and ELM 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 the program.

Degree Completion Requirements for the MAED/TED-E
• The completion of a minimum of 46 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

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

Residency Requirements and Course Waivers for the MAED/TED-E
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the Required Course of Study may not be waived: COM 516, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 523, MTE 533, RDG 557, SPE 514

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/TED-E
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 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-E
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

• Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.

Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.

Candidates in the MAED/TED program may not student teach in special education.

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

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

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-E

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 536 ....................................................................................3 credits
Children's Literature
This course will examine the use of children’s literature in the elementary school classroom. Various genres will be studied, as well as the application of children’s literature to instruction and assessment in reading. Methods for incorporating the use of children’s literature in all content areas will also be examined.
MTE 529 ....................................................................................2 credits
Reading and Phonological Theory
This course expounds upon the basic premise that systematically integrated phonics instruction is a fundamental component of effective reading programs. Students will study the relevant research and applications that support principles of sequential phonics instruction and phonological awareness and review traditional and contemporary phonics approaches.
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 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 multietnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 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 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.

ELM 598 ........................................................... 4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 ........................................................... 4 credits
Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

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Master of Arts in Education/Secondary Teacher Education (Nevada)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

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The Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on secondary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

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

Program Category Requirements and Course Selections

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

Introductory Course, 1 total credit
COM 516 .................................................................... 1 credits
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 for Secondary Education
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, 3 total credits
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

Secondary Elective, 3 total credits
MTE 556 ................................................................. 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
MTE 557 ................................................................. 3 credits
Language Development for Secondary Settings
MAT 504 ................................................................. 3 credits
Adolescent Psychology
MAT 538 ................................................................. 3 credits
Middle School Foundations and Philosophy
CMP 521 ................................................................. 3 credits
Using Computers in Education

Student Teaching & Field Experience, 8 total credits
SEC 598 ~ ................................................................. 4 credits
Secondary Student Teaching Part A
SEC 599 ~ ................................................................. 4 credits
Secondary Student Teaching Part B
The University reserves the right to modify the required course of Study.

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Candidate Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed 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
  - Verification of fingerprint clearance

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

Academic Progression Requirements for the MAED/TED-S

Candidates must provide verification of the following prior to beginning their student teaching experience. 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)
- Students enrolled at the Nevada campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements 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-S

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses in order to student teach: SEC 598 and SEC 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 the program.

Degree Completion Requirements for the MAED/TED-S

- The completion of a minimum of 36 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 Secondary Teacher Education

Institutional Recommendation for the MAED/TED-S

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

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, MTE 564, MTE 566, MTE 567, RDG 542, SEC 508, SEC 598, SEC 599, 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.

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<tr>
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<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501, MTE 506, MTE 518</td>
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<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
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</table>

Field Experience for the MAED/TED-S

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 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-S

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
• Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
• Candidates in the MAED/TED program may not student teach in special education.
• MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
• Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
• Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

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-S

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

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

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

The Art and Science of Teaching
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 500 ...................................................................................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 523 ...................................................................................3 credits

Models, Theories and 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.

SEC 508 .....................................................................................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 standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

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.
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 instructional and assessment techniques are modeled. A practical application project, based on work with a student in a 7th-12th-grade setting, is incorporated into the course requirements.

MTE 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 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 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 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 569 .......................................................................................................................... 3 credits

Curriculum Constructs & 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 556 .......................................................................................................................... 3 credits

Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.

MTE 557 .......................................................................................................................... 3 credits

Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

MAT 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.

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.

SEC 598 ..................................................................................... 4 credits  
Secondary Student Teaching Part A  
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SEC 599 ..................................................................................... 4 credits  
Secondary 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.

Master of Arts in Education/Elementary Teacher Education (Virginia)  
The following Master of Arts in Education/Elementary Teacher Education (MAED/TED-E) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (MAED/TED-E) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-E program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow them to become a competent and effective educator. This program focuses on elementary student learning by improving the educator’s responsibility for that learning. Student teaching is an integral component of the Teacher Education Program. It provides students with a field-based experience at the appropriate grade and content level. Student teachers work with a cooperating teacher from a school site and with a University of Phoenix faculty advisor. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s professional portfolio.

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

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

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 ................................................................................... 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
Assessment, 3 total credits
MTE 562 ~ ................................................................. 3 credits
Assessment and Evaluation
Reading, 4 total credits
RDG 537 ........................................................................ 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts
Special Populations, 8 total credits
SEI 500 ........................................................................ 3 credits
Structured English Immersion
SEI 503~ ......................................................................... 3 credits
Advanced Structured English Immersion Methods
SPE 514 .......................................................................... 2 credits
Survey of Special Populations
Elementary Methods and Assessment, 10 total credits
MTE 531 .......................................................................... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 533 .......................................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534 .......................................................................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 537 .......................................................................... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health
Student Teaching & Field Experience, 8 total credits
ELM 598 ~ ................................................................. 4 credits
Elementary Student Teaching Part A
ELM 599 ~ ................................................................. 4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TED-E
All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved 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.

Candidacy Status for MAED/TED-E
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted 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
  - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/TED-E

- Completion of a minimum of 44 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

Academic Progression Requirements for the MAED/TED-E
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:

- Immunization or TB test results (District specific)
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific)
- Students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years
- 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-E

- A candidate must earn a grade of "B" (grades of "I" and "B-" are note accepted) or better in the following courses in order to student teach: ELM 598 and ELM 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 the program.

Field Experience for the MAED/TED-E

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

Student Teaching for the MAED/TED-E

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

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.

Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/TED program must student teach in the subject area in which a passing score was achieved on the content knowledge assessment exam. This is either an elementary (general), middle level (subject specific), or secondary (content specific) setting based on their program specialization.
- Candidates in the MAED/TED program may not student teach in special education.
- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can 'student teach' or 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

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

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver 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, ELM 598, ELM 599, MTE 507, MTE 518, MTE 522, MTE 533, RDG 537, SPE 514

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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.
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.

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

Course Descriptions for the MAED/TED-E

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 describing the various stages as they impact instructional practice and decisions in a K-12 environment. Emotional, intellectual, physical, logical, 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 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.

SEI 500 .................................................................................... 3 credits
Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and ELL learners acquire English.
SEI 503 ................................................................. 3 credits
Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

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.

ELM 598 ................................................................. 4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 599 ................................................................. 4 credits
Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
Master of Arts in Education/Secondary Teacher Education (Virginia)

The following Master of Arts in Education/Secondary Teacher Education (MAED/TED-S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 (MAED/TED-S) is a graduate degree program preparing candidates for teacher licensure. The guiding philosophy of the MAED/TED-S program is to provide the adult student, who already has a degree in a discipline other than education, with the skills and knowledge that will allow him 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 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.

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................................................... 1 credits
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 Strategies for Secondary Education
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
SEI 500 .......................................................... 3 credits
Structured English Immersion
SPE 514 .......................................................... 2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits
MTE 539 .......................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Methods

Secondary Elective, 3 total credits
SEI 503 .......................................................... 3 credits
Advanced Structured English Immersion Methods

Student Teaching & Field Experience, 8 total credits
SEC 598 .......................................................... 4 credits
Secondary Student Teaching Part A
SEC 599 .......................................................... 4 credits
Secondary Student Teaching Part B

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

Additional Admission Requirements for the MAED/TED-S

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Candidacy Status for the MAED/TED-S

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed 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
  - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/TED-S

- Completion of a minimum of 36 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 Secondary Teacher Education

Academic Progression Requirements for the MAED/TED-S

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)
- Students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years
- 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-S

- A candidate must earn a grade of “B” (grades of “I” or “B-” are not accepted) or better in the following courses in order to student teach: SEC 598, SEC 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 the program.

Institutional Recommendation for the MAED/TED-S

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

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

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

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

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 523, RDG 542, SEC 508, SEC 598, SEC 599, 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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</thead>
<tbody>
<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501 MTE 506, MTE 518</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>SPE 578</td>
</tr>
</tbody>
</table>

### Field Experience for the MAED/TED-S
Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 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-S
Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

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

- MAED/TED candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing (e.g. 4th grade for elementary candidate or 9th grade English for secondary candidate), can ‘student teach’ or ‘validate’ in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
- 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-S

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 501</td>
<td>Orientation to Teacher Education</td>
</tr>
<tr>
<td>MTE 507</td>
<td>Professional Communications</td>
</tr>
<tr>
<td>MTE 516</td>
<td>The Art and Science of Teaching</td>
</tr>
</tbody>
</table>

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. The course will provide 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.

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 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
SEC 508..........................................................................................3 credits
Models, Theories and 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.

RDC 542 ...................................................................................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.
MTE 562.....................................................................................3 credits
MTE 503.....................................................................................3 credits
Survey of Special Populations
This course provides an overview of the categories of exceptionality for school-age students with special needs. The course focuses on differentiated methods and techniques used for the identification, assessment, and instruction of diverse populations. Historical perspectives and information related to special education law, and current policies and practices are examined.
MTE 559 .....................................................................................3 credits
SEI 500 .....................................................................................3 credits
Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
SEC 598.....................................................................................4 credits
SEC 599.....................................................................................4 credits
Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SEC 509.....................................................................................4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 514 ....................................................................................2 credits
Curriculum Constructs and Assessment: Secondary Methods
This course focuses on the methodology and assessment strategies that enhance learning at the secondary level. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of secondary content, along with current research on pedagogy, are explored. This course provides students with an opportunity to develop the ability to use and evaluate instructional and curricular materials and appropriate assessment strategies.
SEI 503.....................................................................................3 credits
Secondary 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.
Master of Arts in Education/Special Education-Cross Categorical (Texas)

The following Master of Arts in Education/Special Education-Cross Categorical (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 modality in their state. Please contact your enrollment advisor for more information.

The Master of Arts in Education (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, characteristics of exceptionalities, diagnosis and assessment of disabilities, reading and language arts instruction, math instruction, transition planning and collaboration with families. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

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

Program Category Requirements and Course Selections

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

Introductory Course, 1 total credit
COM 516 ................................................................. 1 credit
Professional Communications

Foundations of Special Education, 3 total credits
SPE 513 ~ ................................................................. 3 credits
Orientation to the Exceptional Child

Educational Theories and Models, 9 total credits
SPE 578 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies for SPE
SPE 546 ~ ................................................................. 3 credits
Special Education Methods
SPE 575 ................................................................. 3 credits
Inclusion Strategies of the Special Educator

Assessment, 3 total credits
SPE 512 ~ ................................................................. 3 credits
Special Education Assessment and Interpretation

Reading, 4 total credits
RDG 570 ~ ................................................................. 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE

Instruction and Management for Special Needs Students, 6 total credits
SPE 591 ~ ................................................................. 3 credits
Characteristics of Exceptionalities
MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners

Student Teaching, 8 total credits
SPE 594 ~ ................................................................. 4 credits
Special Education Student Teaching: Part A
SPE 595 ~ ................................................................. 4 credits
Special Education Student Teaching: Part B

Methods and Assessment, 4 total credits
MTE 533 ~ ................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics

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

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.

• A minimum equivalent of three (3) years post-high school work or volunteer experience.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• Only students who reside within the state of Texas are eligible to enroll into the MAED Texas program.
Candidacy Status for the MAED/SPE
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student’s eXp file.
• Demonstration of basic skills proficiency
• Verification of fingerprint clearance
• Successful completion of the Oral Language Proficiency Assessment

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

Degree Completion Requirements for the MAED/SPE
• Completion of a minimum of 38 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 Special Education

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Verification of completion of six (6) or more clock hours of content test preparation which is not embedded in other curriculum. This may be in the form of CEU or for-credit preparation.
• Passing scores on the designated state content knowledge exam (cross-categorical special education content area specific)
• Some schools/districts may require candidates to provide verification of immunization and/or TB test results. Candidates must comply with the requirements of the school/district if they wish to work at that location.
• Verification of the completion of 100 hours of field experience Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE
• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: SPE 594, SPE 595
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a “B” or better will be required to repeat the seminars and student teaching.
• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
• Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

Residency Requirements and Course Waivers for the MAED/SPE
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, MTE 533, RDG 570, SPE 546, SPE 575, SPE 578, SPE 590, SPE 594, SPE 595.

Field Experience for the MAED/SPE

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

Student Teaching for the MAED/SPE

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Course Descriptions for the MAED/SPE

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.
 SPE 513 ..................................................................................................... 3 credits
 Orientation to the Exceptional Child
 This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
 SPE 578 ..................................................................................................... 3 credits
 Models, Theories and Instructional Strategies for SPE
 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.
 SPE 546 ..................................................................................................... 3 credits
 Special Education Methods
 This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.
 SPE 575 ..................................................................................................... 3 credits
 Inclusion Strategies of the Special Educator
 This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.
SPE 512 ...............................................................................................3 credits
**Special Education Assessment and Interpretation**
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavior recommendations are discussed.

RDG 570 ...............................................................................................4 credits
**Curriculum Const and Asmmt: Reading and Lang Arts for SPE**
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 591 ...............................................................................................3 credits
**Characteristics of Exceptionalities**
This course examines teaching and managing students with mild disabilities. Special emphasis is placed on learning disabilities, mental retardation, and emotional disabilities. The etiology, characteristics, philosophies, service delivery models available, methods of instruction, and behavior management techniques of each disability area are discussed in depth.

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 594 ...............................................................................................4 credits
**Special Education Student Teaching: Part A**
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 533 ...............................................................................................4 credits
**Curriculum Constructs & Assessment: Science and Mathematics**
This course focuses on the most current research, theory, and methods of teaching 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.

**Master of Arts in Education/Special Education**

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at University of Phoenix campus locations: Online, depending on state of residence. 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 interested in 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 (MAED) with a specialization in Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Students work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher.

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

Courses requiring prerequisites are identified by a ~ symbol following the course number.
Program Category Requirements and Course Selections

<table>
<thead>
<tr>
<th>Orientation, 0 total credits</th>
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<tbody>
<tr>
<td>MTE 507 .......................... 0 credits</td>
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<table>
<thead>
<tr>
<th>Introductory Course, 1 total credit</th>
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<tbody>
<tr>
<td>COM 516 ................................ 1 credit</td>
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<table>
<thead>
<tr>
<th>Foundations of Special Education, 3 total credits</th>
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<tbody>
<tr>
<td>SPE 513 ~ ......................................... 3 credits</td>
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<table>
<thead>
<tr>
<th>Educational Theories and Models, 9 total credits</th>
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<tbody>
<tr>
<td>SPE 578 ~ ......................................... 3 credits</td>
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<tr>
<td>SPE 546 ~ ......................................... 3 credits</td>
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<td>SPE 575 ~ ......................................... 3 credits</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment, 3 total credits</th>
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</thead>
<tbody>
<tr>
<td>SPE 512 ~ ................................. 3 credits</td>
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</table>

<table>
<thead>
<tr>
<th>Reading, 4 total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RDG 570 ~ ................................. 4 credits</td>
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</table>

<table>
<thead>
<tr>
<th>Instruction and Management for Special Needs Students, 18 total credits</th>
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</thead>
<tbody>
<tr>
<td>SEI 500 ................................ 3 credits</td>
</tr>
<tr>
<td>SEI 503~ ................................ 3 credits</td>
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<tr>
<td>SPE 559 ................................ 3 credits</td>
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<tr>
<td>SPE 531 ~ ................................. 3 credits</td>
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<td>SPE 544 ~ ................................. 3 credits</td>
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<tr>
<td>SPE 556 ~ ................................. 3 credits</td>
</tr>
<tr>
<td>SEI 503 ................................ 3 credits</td>
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<table>
<thead>
<tr>
<th>Student Teaching, 8 total credits</th>
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</thead>
<tbody>
<tr>
<td>SPE 594 ~ ................................. 4 credits</td>
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<tr>
<td>SPE 595 ~ ................................. 4 credits</td>
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</table>

<table>
<thead>
<tr>
<th>Additional Admission Requirements for the MAED/SPE</th>
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</thead>
<tbody>
<tr>
<td>• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved 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.</td>
</tr>
<tr>
<td>• A minimum equivalent of three (3) years post-high school work or volunteer experience.</td>
</tr>
<tr>
<td>• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.</td>
</tr>
</tbody>
</table>

Candidacy Status for the MAED/SPE

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student's eXp file.
  - Demonstration of basic skills proficiency
  - Verification of fingerprint clearance

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

Degree Completion Requirements for the MAED/SPE

- Completion of a minimum of 46 credits. All but six (6) credits of the major course of study must be completed at the University to meet residency requirements.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience 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
  Special Education
**Academic Progression Requirements for the MAED/SPE**

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

- Immunization or TB test results (District specific)
- Verification of content knowledge mastery prior to student teaching (PRAXIS or AEPA content exam)
- Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.
- Verification of the completion of 100 hours of field experience
- Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

**Minimum Grade Requirements for the MAED/SPE**

- A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SPE 594, SPE 595
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Institutional Recommendation for the MAED/SPE**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
- Candidates must pass their state-mandated professional knowledge exam.
- Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
- Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.

**Residency Requirements and Course Waivers for the MAED/SPE**

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

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595

Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Provisional SEI Endorsement (SEI/500)
- Arizona Full SEI Endorsement (SEI/500 and SEI/503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at: https://www.ade.az.gov/oelas/.

Students who complete the Teach for America Summer Institute are eligible to waive the following course in the MAED/TED Programs; 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 508</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
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</tbody>
</table>

**Field Experience for the MAED/SPE**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.
Student Teaching for the MAED/SPE

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must earn a “B” or better in Student Teaching. Candidates must take Student Teaching Part A & B concurrently.
- Candidates must earn a “B” or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a “B” or better will be required to repeat the seminar and student teaching.
- Students who are already teaching in an appropriate K-12 cross-categorical special education setting.
- 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. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.

- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

Arizona Teaching Intern Certificate Program

The requirements for initial issuance of the teaching intern certificate are:

- A Bachelor’s degree or higher from an accredited institution
- A passing score on one or more subject knowledge portions of the Arizona Teacher Proficiency Assessment that corresponds to the applicant’s teaching assignment(s)
- Completion of the requirements for a Provisional Structured English Immersion endorsement as prescribed in R7-2-613(J)
- A valid fingerprint clearance card issued by the Arizona Department of Public Safety

Course Descriptions for the MAED/SPE

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.

SPE 513 ............................................................................................................ 3 credits

Orientation to the Exceptional Child

This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.

SPE 578 ............................................................................................................ 3 credits

Models, Theories and Instructional Strategies for SPE

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.

SPE 546 ............................................................................................................ 3 credits

Special Education Methods

This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.
SPE 575 ................................................................. 3 credits
Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 512 ................................................................. 3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 570 ............................................................. 4 credits
Curriculum Const and Assmt: Reading and Lang Arts for SPE
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.

SEI 500 ................................................................. 3 credits
Structured English Immersion
This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SEI 503 ................................................................. 3 credits
Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 531 ................................................................. 3 credits
Characteristics of MR & Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 559 ................................................................. 3 credits
Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 ................................................................. 3 credits
Characteristics of Emotional & Behavioral Disorders
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 ................................................................. 3 credits
Characteristics of Physical & Health Disabilities
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 594 ................................................................. 4 credits
Special Education Student Teaching: Part A
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.
Master of Arts in Education/Special Education (Tennessee)

The following Master of Arts in Education/Special Education (MAED/SPE) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

Special Education is a graduate degree program preparing candidates for teacher licensure in the field of special education. Candidates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

For more information about our graduation rates, the median debt dates for this program have already earned a bachelor’s degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming effective special education educators. The program’s curriculum includes orientation to the exceptional child, foundations and methodologies of mild disabilities, diagnosis and assessment of disabilities, structured English immersion, reading and language arts instruction, inclusion strategies, and collaboration and resource management for the special educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of each observation will relate to specific course content. Documentation will be maintained in the student’s electronic portfolio. Students’ field experiences are designed to prepare them for student teaching. Student teaching is an integral component of the Special Education Program. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor during a field-based experience in a cross-categorical special education setting. The student teaching experience is designed to emphasize the achievement of state standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified teacher. The degree program has a research component as well. This component requires an Action Research Project. The project integrates the theoretical aspects of special education and the practical experience of the adult learner through the identification and exploration of a significant problem related to the student’s area of professional responsibilities and interest.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-spe.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections

Orientation, 0 total credits

MTE 507 ~ Orientation to Teacher Education 0 credits

Introductory Course, 1 total credit

COM 516 ~ Professional Communications 1 credit

Foundations of Special Education, 3 total credits

SPE 513 ~ Orientation to the Exceptional Child 3 credits

Educational Theories and Models, 9 total credits

SPE 578 ~ Models, Theories and Instructional Strategies for SPE 3 credits
SPE 546 ~ Special Education Methods 3 credits
SPE 575 ~ Inclusion Strategies of the Special Educator 3 credits

Assessment, 3 total credits

SPE 512 ~ Special Education Assessment and Interpretation 3 credits

Reading, 4 total credits

Rdg 570 ~ Curriculum Const and Assmt: Reading and Lang Arts for SPE 4 credits

Instruction and Management for Special Needs Students, 18 total credits

SEI 500 ~ Structured English Immersion 3 credits
SEI 503 ~ Advanced Structured English Immersion Methods 3 credits
SPE 531 ~ Characteristics of MR & Developmental Disabilities 3 credits
SPE 559 ~ Characteristics of Learning Disabilities 3 credits
SPE 544 ~ Characteristics of Emotional & Behavioral Disorders 3 credits
SPE 556 ~ Characteristics of Physical & Health Disabilities 3 credits

Student Teaching, 8 total credits

SPE 594 ~ Special Education Student Teaching: Part A 4 credits
SPE 595 ~ Special Education Student Teaching: Part B 4 credits

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/SPE

All applicants are expected to meet the following admissions requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Candidacy Status for the MAED/SPE
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio and the student’s eXp file.
  • Demonstration of basic skills proficiency
  • Verification of fingerprint clearance

Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.

Degree Completion Requirements for the MAED/SPE
• A minimum of 46 graduate credits in the Required Program Category Preferred Sequence.
• 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 Special Education

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Immunization or TB test results (District specific)
• Verification of content knowledge mastery prior to student teaching (PRAXIS or AEPA content exam)
• Verification of the completion of 100 hours of field experience

Candidates will be required to have the minimum GPA for the program prior to entering the Student Teaching experience.

Minimum Grade Requirements for the MAED/SPE
• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: SPE 394 and SPE 595.

• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.

• Candidates must earn a “B” or better in Student Teaching Part A & B in order to complete the MAED/SPE program. Candidates who do not earn a “B” or better will be required to repeat the seminars and student teaching.

• If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the MAED/SPE
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).

• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/SPE
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.

• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, MTE 507, RDG 570, SPE 546, SPE 559, SPE 575, SPE 578, SPE 594, SPE 595
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 508</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
</tr>
</tbody>
</table>

**Field Experience for the MAED/SPE**

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18 years of age. The focus of each field experience will relate to specific course content and will follow a structured format. Four formal field experience evaluations are required during the program (observation/interview, one-on-one instruction, small-group instruction, and whole-group instruction). These evaluations must be posted to the students' electronic portfolio. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty prior to student teaching. Candidates must work with their campus to arrange field experience.

**Student Teaching for the MAED/SPE**

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of "F" by their faculty member.
- Student teaching can only be repeated one time.
- Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/SPE program must student teach in the appropriate cross-categorical special education student teaching setting.
- Students who are already teaching in an appropriate K-12 cross-categorical special education setting will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students in the MAED/SPE program must be currently teaching in a K-12 cross-categorical special education setting that meets their state requirements for student teaching.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project. Candidates who are unable to complete their student teaching experience at the campus where they began are not guaranteed a placement. Candidates may be able to complete their student teaching through the University of Phoenix Online campus. A select number of states do not participate in the University of Phoenix Special Education program. Candidates must contact the Online campus for a list of participating states and procedures for student teaching placement.
- Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**Course Descriptions for the MAED/SPE**

- **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.
- **SPE 513** .......................................................... 3 credits
  - Orientation to the Exceptional Child
  - This course provides an overview of the different categories of exceptionality. Students will be introduced to special education laws and their implications for delivery systems, transition plans, and identification and placement procedures.
- **SPE 578** .......................................................... 3 credits
  - Models, Theories and Instructional Strategies for SPE
  - 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.
SPE 546 ................................................................. 3 credits
Special Education Methods
This course provides an overview of methodologies used in teaching learners with special needs from early childhood on, with an emphasis on students with learning disabilities, mental retardation, and emotional handicaps. Students explore the relationship between individual student characteristics and the development of the Individualized Education Program, instructional implications of special education categories, characteristics of various service delivery models, task analysis, unit and lesson development, instructional strategies, classroom organization and management, behavior management, crisis prevention, and transition planning/career counseling. Communication through consultation and collaboration and professional/ethical practices are also considered.

SPE 575 ................................................................. 3 credits
Inclusion Strategies of the Special Educator
This course examines the roles of special educators when including students with disabilities into general education classrooms. Options for success that consider peer relationships, systematic instruction, behavior management, and collaboration are explored. This course focuses on inclusion strategies and collaborative activities that enable special educators, general classroom teachers, and administrators to successfully provide an optimal educational environment for students with disabilities.

SPE 512 ................................................................. 3 credits
Special Education Assessment and Interpretation
This course focuses on the task of assessing the exceptional child, with an emphasis on measuring a child’s abilities and diagnosing his or her strengths and needs. Commonly used tests and evaluation systems used in public school special education programs are examined. The course also addresses specific diagnostic procedures and the link between interpretation and the instructional process. Basic instructional, assessment, and behavioral recommendations are discussed.

RDG 570 .............................................................. 4 credits
Curriculum Const and Asmt: Reading and Lang Arts for SPE
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.

SEI 500 ................................................................. 3 credits
Structured English Immersion
This course will introduce students to the concept of and methods for teaching in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELLs), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

SEI 503 ........................................................................................................ 3 credits
Advanced Structured English Immersion Methods
This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.

SPE 531 ...................................................................................................... 3 credits
Characteristics of MR & Developmental Disabilities
This course examines issues related to the instruction of students with intellectual and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with intellectual and developmental disabilities.

SPE 519 ...................................................................................................... 3 credits
Characteristics of Learning Disabilities
This course examines the characteristics of students with learning disabilities. Causes attributed to learning disabilities, the referral process, and available program/service delivery options are examined. Various assessment and remediation techniques, as well as the utilization of appropriate classroom materials, are analyzed, and evaluative and curricular modifications for students in inclusive settings are explored.

SPE 544 ...................................................................................................... 3 credits
Characteristics of Emotional & Behavioral Disorders
This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 ...................................................................................................... 3 credits
Characteristics of Physical & Health Disabilities
This course provides an overview of the unique characteristics, learning styles, and challenges faced by children with physical handicaps and other health disabilities. Attention is given to federal and state regulations as they pertain to qualifying these individuals for special services within the schools. Various program models available through public, private, and hospital settings will be reviewed. The impact of inclusive education and self-contained placements on this population will be analyzed.

SPE 594 ...................................................................................................... 4 credits
Special Education Student Teaching: Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
The Master of Arts in Education (MAED) with a specialization in Early Childhood Education is a graduate degree program preparing candidates for teacher licensure in the field of early childhood (birth to age eight). Candidates for this program have already earned a baccalaureate degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective early childhood educators. The curriculum is based on state and national standards for early childhood education. It includes theories of early childhood growth and development, the significance of family and cultural diversity for learning, the use of developmentally appropriate practices, assessment techniques, and technology to promote learning. Student teaching is an integral component of the Early Childhood Education Program. It provides students with a field-based experience in two early childhood settings. Master of Arts in Education/Early Childhood Education

The following Master of Arts in Education/Early Childhood Education (MAED/ECH) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. The availability of programs and concentrations depends on student demand and other factors. Not all programs may be available to all residents of all states. Students must 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.

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<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ECH 506</td>
<td>Orientation, 0 total credits</td>
<td>3</td>
</tr>
<tr>
<td>ECH 507</td>
<td>Orientation to Teacher Education</td>
<td>4</td>
</tr>
<tr>
<td>ECH 508</td>
<td>Introductory Course, 1 total credit</td>
<td>3</td>
</tr>
<tr>
<td>ECH 509</td>
<td>Foundations of Early Childhood Development, 3 total credits</td>
<td>3</td>
</tr>
<tr>
<td>ECH 510</td>
<td>Educational Theories and Models, 6 total credits</td>
<td>3</td>
</tr>
<tr>
<td>ECH 511</td>
<td>Early Childhood Development, 3 total credits</td>
<td>3</td>
</tr>
<tr>
<td>ECH 512</td>
<td>Growth and Development in Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>ECH 513</td>
<td>Assessment, 3 total credits</td>
<td>3</td>
</tr>
<tr>
<td>ECH 514</td>
<td>Early Childhood Assessment Strategies</td>
<td>3</td>
</tr>
<tr>
<td>ECH 515</td>
<td>Reading and Literacy, 4 total credits</td>
<td>4</td>
</tr>
<tr>
<td>ECH 516</td>
<td>Methods of Teaching in Early Childhood: Language and Literacy</td>
<td>4</td>
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<tr>
<td>ECH 517</td>
<td>Special Populations, 8 total credits</td>
<td>8</td>
</tr>
<tr>
<td>ECH 518</td>
<td>Instructional Methods, 10 total credits</td>
<td>10</td>
</tr>
<tr>
<td>ECH 519</td>
<td>Advanced Structured English Immersion Methods</td>
<td>3</td>
</tr>
<tr>
<td>ECH 520</td>
<td>Instructional Methods, 10 total credits</td>
<td>3</td>
</tr>
<tr>
<td>ECH 521</td>
<td>Methods of Teaching in Early Childhood: The Arts</td>
<td>2</td>
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<tr>
<td>ECH 522</td>
<td>Methods of Teaching in Early Childhood: Mathematics and Science</td>
<td>4</td>
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<tr>
<td>ECH 523</td>
<td>Methods of Teaching in Early Childhood: Social Studies</td>
<td>2</td>
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<tr>
<td>ECH 524</td>
<td>Methods of Teaching in Early Childhood: Physical Education</td>
<td>2</td>
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<tr>
<td>ECH 525</td>
<td>Student Teaching, 8 total credits</td>
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<tr>
<td>ECH 526</td>
<td>Early Childhood Student Teaching Part A</td>
<td>4</td>
</tr>
<tr>
<td>ECH 527</td>
<td>Early Childhood Student Teaching Part B</td>
<td>4</td>
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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-ech. Courses requiring prerequisites are identified by a ~ symbol following the course number.

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<tr>
<td>SPE 595</td>
<td>Special Education Student Teaching: Part B</td>
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</tr>
<tr>
<td>MTE 507</td>
<td>Elementary Mathematics and Science</td>
<td>0</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
</tr>
<tr>
<td>ECH 506</td>
<td>Orientation, 0 total credits</td>
<td>3</td>
</tr>
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<td>ECH 507</td>
<td>Orientation to Teacher Education</td>
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<td>ECH 508</td>
<td>Introductory Course, 1 total credit</td>
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<td>ECH 509</td>
<td>Foundations of Early Childhood Development, 3 total credits</td>
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<td>ECH 515</td>
<td>Reading and Literacy, 4 total credits</td>
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<td>ECH 525</td>
<td>Student Teaching, 8 total credits</td>
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<tr>
<td>ECH 526</td>
<td>Early Childhood Student Teaching Part A</td>
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<td>Early Childhood Student Teaching Part B</td>
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The University reserves the right to modify the required course of Study.
Additional Admission Requirements for the MAED/ECH
All applicants are expected to meet the following admissions requirements:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the state regulating board list of approved agencies, for the particular state in which the student is attending, to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
• A minimum equivalent of three (3) years post-high school work or volunteer experience.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
Candidacy Status for the MAED/ECH
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
• Level 2 Candidate Status is completed prior to the completion of 12 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
  • Verification of fingerprint clearance
Students must be admitted and meet Level 1 Candidate Status prior to being reviewed for Level 2 Candidate Status.
Degree Completion Requirements for the MAED/ECH
• Completion of a minimum of 46 credits.
• A minimum of 46 graduate 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 for this program will read as follows: Master of Arts in Education Early Childhood Education
Academic Progression Requirements for the MAED/ECH
Candidates must provide verification of the following prior to beginning their student teaching experience. Candidates must provide:
• Verification of immunization or TB test results (District specific)
• Verification of content knowledge mastery prior to student teaching (PRAXIS or AEPA content exam)
• Arizona/Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.
• Verification of the completion of 100 hours of field experience
Minimum Grade Requirements for the MAED/ECH
A candidate must earn a grade of "B" (grades of "I" and "B-"") are not accepted) or better in the following courses in order to student teach: ECH 598, ECH 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.
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete the MAED/ECH program. Candidates who do not earn a "B" or better will be required to repeat the seminars and student teaching.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.
Institutional Recommendation for the MAED/ECH
• Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for state teaching credential).
• Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution coursework as required by the state certification agency.
• Arizona or Online students may submit a passing score on a comparable professional knowledge examination from another state or agency taken within the past 7 years.
Residency Requirements and Course Waivers for the MAED/ECH

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, ECH 508, ECH 514, ECH 523, ECH 538, ECH 539, ECH 598, ECH 599, MTE 507

Arizona residents may waive SEI 500 and/or SEI 503 with an Arizona Department of Education approved SEI course (institution of higher education or approved district workshop) OR verification of one of the following endorsements:

- Arizona Provisional SEI Endorsement (SEI/500)
- Arizona Full SEI Endorsement (SEI/500 and SEI/503)
- Arizona English as a Second Language Endorsement
- Arizona Bilingual Endorsement

Approved SEI courses/workshops can be found at https://www.ade.az.gov/oelas/.

Field Experience for the MAED/ECH

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of early childhood developmental levels. 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/ECH

Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.

- Candidates must take Student Teaching Part A & B concurrently with the student teaching experience. If a candidate chooses to postpone student teaching, he/she must postpone their enrollment in the student teaching courses.
- Candidates must earn a "B" or better in Student Teaching Seminar A in order to progress to Seminar B and the remainder of the student teaching experience. Candidates who do not earn a "B" or better will be required to repeat the seminar and student teaching.
- Student 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 the two student teaching attempts.
- Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry.
- Candidates enrolled in the MAED/ECH program must student teach in an early childhood setting (Birth - Age 8). Candidates are required to complete two separate student teaching experiences for a total of twelve (12) weeks. Student teaching must include a minimum of six (6) weeks in a teaching setting serving children birth through preschool/pre-kindergarten and a minimum of six (6) weeks in a teaching setting serving children in kindergarten through Grade 3. The birth through preschool/pre-kindergarten student teaching site must be licensed by the Department of Health Services or regulated by tribal or military authorities.
- Candidates in the MAED/ECH program may not student teach in special education.
- MAED/ECH candidates, who are currently employed as the teacher of record in a classroom appropriate grade level/content for the certificate they are pursuing, can 'validate' in their current classroom. Students will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must complete the Student Teaching courses and complete and upload the Teacher Work Sample.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.
- 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/ECH**

**MTE 507** .......... Orientation to Teacher Education .......... 0 credits

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** .......... Professional Communications .......... 1 credit

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.

**ECH 506** .......... Introduction to Early Childhood Education .......... 3 credits

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 508** .......... Models, Theories and Instructional Strategies for Early Childhood Education .......... 3 credits

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.

**ECH 523** .......... Maintaining an Effective Learning Climate .......... 3 credits

This course examines developmentally effective strategies used in managing a positive classroom environment within the framework of special needs students ages birth to grade three. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, technology integration, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for an early childhood setting.

**ECH 514** .......... Growth and Development in Early Childhood .......... 3 credits

This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children from birth through age eight. The course discusses both typical and atypical development of young children of diverse cultural backgrounds. It includes observation and activities to guide teachers and caregivers in providing opportunities that support the physical, social, emotional, language, and cognitive development of children from birth through age eight.

**ECH 548** .......... Early Childhood Assessment Strategies .......... 3 credits

This course provides exposure to a variety of assessment techniques in early childhood education, including children with special needs. There is a focus on structured observations, use of behavioral rating scales, psycho-educational screening tests, and assessment of parent-child interactions. Formal and informal parent contacts, interviewing techniques, the use of technology in the assessment process, and referrals to school and community resources are also explored. Emphasis is placed on developmental and differentiated assessment strategies for children birth through age eight.

**ECH 538** .......... Methods of Teaching in Early Childhood: Language and Literacy .......... 4 credits

This course focuses on children’s language and literacy development from birth to age eight. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally effective assessments are discussed as a means of informing instruction.

**SEI 500** .......... Structured English Immersion .......... 3 credits

This course will introduce students to the concept of and methods for instructing in a Structured English Immersion (SEI) environment. Students will learn about assessment of K-12 students, state standards, research-based instructional activities, and lesson planning and implementation models. Students will study how a learner-centered approach to teaching can provide English Language Learners (ELL), as well as native English speakers, with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and EL Learners acquire English.

**SEI 503** .......... Survey of Special Populations .......... 2 credits

This course provides an overview of exceptionality in early childhood education. It focuses on differentiated methods and techniques used for the identification, assessment, and instruction of students ages birth to grade three who have special needs. Historical perspectives and information related to special education law and current policies and practices are examined.

**SEI 512** .......... Advanced Structured English Immersion Methods .......... 3 credits

This course addresses Structured English Immersion (SEI) instruction and assessment of K-12 English Language Learners (ELLs), and is designed to meet the standards set by the Arizona Department of Education. It examines the legal, historical, and educational reasons for SEI, as well as theoretical principles of language acquisition and the role of culture in learning. It also emphasizes the alignment of ELL Proficiency Standards to Arizona’s Academic Standards and their application to lesson planning. The Arizona English Language Learner Assessment (AZELLA), use of alternative assessments, analysis of data, and the application of data to instruction, are emphasized as well. A final project synthesizes the concepts and instructional strategies taught in the course.
Methods of Teaching in Early Childhood: The Arts
This course focuses on understanding and using developmentally effective practices to teach and to integrate music, creative movement, dance, drama, and art in early childhood education. Curricular content, modifications, development of hands-on learning experiences, and integration of content area standards are explored. A foundation in effective teaching and assessment methodologies in the early childhood setting is provided.

ECH 534 .................................................................................. 2 credits
Methods of Teaching in Early Childhood: Social Studies
This course provides a foundation in content and methodology for the teaching of social studies. It explores curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology. Effective instructional methodologies for teaching social studies are addressed.

ECH 526 .................................................................................. 2 credits
Methods of Teaching in Early Childhood: Physical Education
This course provides a foundation in content and methodology for the teaching of physical education, including movement and health, for children birth through age eight. It focuses on understanding and using developmentally effective practices in teaching and integrating movement, physical activity, and physical education in early childhood settings. Curricular content, modifications, development of hands-on learning experiences, integration of content area standards, and the impact of new technology are explored.

ECH 598 .................................................................................. 4 credits
Early Childhood Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 599 .................................................................................. 4 credits
Early Childhood Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on early childhood student teaching classroom experiences.

Master of Arts in Education/Teacher Leadership
The following Master of Arts in Education (MAEd)/Teacher Leadership program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 program with a specialization in Teacher Leadership is intended for P-12 teachers who define themselves as learners, teachers, and leaders. Teachers become servant leaders who empower themselves and others to directly impact school culture as champions of innovation and facilitators of school improvement, professional development, and student achievement. The program provides advanced knowledge in collaboration, coaching and mentoring, decision making, planning, action research, and evaluation. Graduates will be able to serve their students, colleagues, and communities as ethical leaders committed to excellence.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/maed-tl.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Requirements

COM 516 .................................................................................. 1 credit
Professional Communications
EDL 501 .................................................................................. 0 credits
Orientation to Teacher Leadership
EDL 500 ~ ................................................................................ 3 credits
Personal Leadership
EDL 505 ~ ................................................................................ 3 credits
Cultural Competency
EDL 510 .................................................................................. 3 credits
Teacher Leadership in a Global Society
AET 541 .................................................................................. 3 credits
E-Learning
EDL 515 .................................................................................. 3 credits
Organizational Leadership
EDL 520.................................................................................... 3 credits
Instructional Leadership
EDL 525.................................................................................... 3 credits
Accountability and Evaluation
EDL 531 .................................................................................. 3 credits
Mentoring and Coaching
EDL 535 .................................................................................. 3 credits
Legal and Ethical Issues in Education
EDD 581 .................................................................................. 4 credits
Action Research and Evaluation
Students must select two electives from the following:
AET 545 ................................................................. 3 credits
E-Learning Design Technologies
AET 550 ................................................................. 3 credits
Performance Improvement and Management
EDA 524 ................................................................. 3 credits
Supervision of Curriculum, Instruction and Assessment
EDA 565 ................................................................. 3 credits
School Improvement Processes
Family, Community and Media Relations

Additional Admission Requirements for the MAED/TL
All applicants are expected to meet the following admissions requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. - JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
• A minimum equivalent of three (3) years of post-high school work or volunteer experience.
• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Degree Completion Requirements for the MAED/TL
• Completion of a minimum of 38 credits.
• A minimum grade point average (GPA) of 3.0.
• Satisfactory completion of the action research proposal.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as follows:
  Master of Arts in Education Teacher Leadership

Residency Requirements and Course Waivers for the MAED/TL
Students in this program may waive a maximum of 6 credits from their required course of study on the basis of prior graduate level coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: COM 516, EDD 581.

Course Descriptions for the MAED/TL
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.
EDL 501 .............................................................................................. 0 credits
Orientation to Teacher Leadership
This course is designed to provide an orientation to the primary components of the Teacher Leadership Program. Students will be introduced to the program’s degree completion requirements. Course overviews, field experience, E-Portfolios, and technology resources will be discussed. Check with your local campus to see if this course is necessary.
EDL 500 .............................................................................................. 3 credits
Personal Leadership
This course focuses on developing a personal philosophy of leadership. Students engage in self-assessment activities that reveal how individual values and beliefs directly influence personal leadership. Students examine their own organization and stakeholders who may play a role in their journey in school leadership. Aspects of effective communication are also addressed as students explore contemporary leadership theorists and popular beliefs behind organizations and school systems that will help build a foundation for personal growth.
EDL 505 .............................................................................................. 3 credits
Cultural Competency
Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidates’ understanding of teaching and learning through examination of the diverse make-up of today’s communities, schools, and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor, and lead efforts in creating a school climate that effectively addresses the learning needs of all students.
EDL 510 ................................................................. 3 credits
**Teacher Leadership in a Global Society**
This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles. Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.

EDL 515 ................................................................. 3 credits
**Organizational Leadership**
This course focuses on the principles of organizational leadership. It examines the origins and components of effective organizations, as well as frames of leadership. Candidates apply their knowledge of these frames in reflecting on their organization. Additionally, they learn the skills to reframe their organization, provide leadership in turbulent times, and become agents and advocates of change.

EDL 520 ................................................................. 3 credits
**Instructional Leadership**
This course is designed to provide professional teachers an introduction to instructional leadership. Candidates utilize an instrument of self-assessment and explore opportunities for leadership with reference to theoretical and practical aspects of school improvement. Candidates create a leadership plan that outlines long-term and short-term goals for continuous development of their leadership skills. In addition, they evaluate instructional practices, determine the effectiveness of teaching within the school curriculum, and propose appropriate strategies to improve instructional performance as outlined in research and theory as “best practices.”

EDL 525 ................................................................. 3 credits
**Accountability and Evaluation**
This course is designed to provide teacher leaders with an understanding of assessment, evaluation, and accountability components that are necessary to analyze curriculum, educational resources, test data and current accountability regulations. Students will apply procedures for evaluating and recommending strategies for improving the quality and effectiveness of curriculum and assessment as they relate to instruction.

EDL 531 ................................................................. 3 credits
**Mentoring and Coaching**
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

EDL 535 ................................................................. 3 credits
**Legal and Ethical Issues in Education**
This course provides teacher leaders with the opportunity to examine current legal and ethical issues in the educational setting. Legal and ethical issues will be identified through action research activities, gap current laws, policies and politics, moral issues, academic integrity, privacy and confidentiality, legal issues involved in grant writing and discrimination and equal protection. These issues will be analyzed and discussed to determine how teacher leaders will be able to provide support to teachers and students with the purpose of improving current educational practices.

EDD 581 ................................................................. 4 credits
**Action Research and Evaluation**
This course examines action research and its role in decision-making and in educational practices. Students are introduced to various types of action research and to the elements of the action research process, including identifying a problem, determining a problem statement and a purpose, conducting a literature review, planning for the collection and the analysis of data, and creating a plan of action. Methods for collecting, evaluating, and analyzing data are discussed. Students identify ethical issues related to research as well, including a professional code of ethics, confidentiality, and research using human subjects. In addition, they synthesize and apply the content of the course by writing a proposal for an action research study.

AET 541 ................................................................. 3 credits
**E-Learning Design Technologies**
This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

AET 545 ................................................................. 3 credits
**E-Learning Design Technologies**
This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

AET 550 ................................................................. 3 credits
**Performance Improvement and Management**
This course provides learners with an overview of performance improvement principles. Learners identify and analyze organizational performance gaps, create learning interventions to diminish these gaps, and evaluate training using Kirkpatrick’s four levels.

EDA 524 ................................................................. 3 credits
**Supervision of Curriculum, Instruction and Assessment**
This course examines administrative responsibilities related to supervision of curriculum and instruction. Principal candidates will study the relationship among supervision, curriculum design, national and state standards, and effective instructional practice. Principal candidates will also participate in field experiences related to curriculum and instruction.
EDA 565.................................................................3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Students will review the types of assessments that a school leader needs to be familiar with, and they will review how a school leader can use assessments to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

EDA 575.................................................................3 credits

Family, Community and Media Relations
This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school’s vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs, establishing reciprocal relationships, the use of conflict resolution and decision making tools, and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media.

Master of Arts in Education/Educational Studies

The following Master of Arts in Education/Educational Studies (MAED/ES) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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/Educational Studies (MAED/ES) degree is a non-teaching degree designed to facilitate the development of professional knowledge, skills and understanding of the teaching and learning process. The program provides students with information across a variety of education topics with an emphasis in the field of education.

**Note: Students enrolled in this degree program are ineligible to receive Federal Student Financial Aid.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements for the MAED/ES
Students must select one course from each Elective category selection below to complete the 6 credit requirement:

Elective One, 3 total credits
AET 505 .................................................................3 credits
   Foundations of Adult Education and Training
AET 510 .................................................................3 credits
   Critical Issues and Trends in Adult Education and Training
AET 545 .................................................................3 credits
   E-Learning Design Technologies
AET 555 .................................................................3 credits
   Overview of the Community College

Elective Two, 3 total credits
EDL 500 .................................................................3 credits
   Personal Leadership
EDL 510 .................................................................3 credits
   Teacher Leadership in a Global Society
EDL 531 .................................................................3 credits
   Mentoring and Coaching
EDL 520 .................................................................3 credits
   Instructional Leadership

The University of Phoenix pr erious pre-licensure programs

Additional Admission Requirements for the MAED/ES
Applicants are expected to meet all admissions requirements:
- Applicants enrolling in this program must meet all admission requirements from their University of Phoenix previous pre-licensure program.
- The University of Phoenix previous pre-licensure programs eligible for admission to the MAED/ES are the following: MAED/TED-E, MAED/TEDEE, MAED/TEDEM, MAED/TEDMS, MAED/TEDMG, MAED/TEDMM, MAED/TEDSM, MAED/TEDSS, MAED/TED-S, MAED/SPE, MAED/ECH

Note: Some restrictions apply to the MAED/ECH program. Please contact your campus representative for more information.

Residency Requirement for the MAED/ES
Students must meet the established University residency requirement for degree conferral. The University requires that all six (6) Elective credits must be completed in order to meet residency.
Course Descriptions for the MAED/ES

AET 505................................................................. 3 credits
Foundations of Adult Education and Training
This course focuses on the principles of adult learning and andragogical theory. It addresses the history of adult learning, the characteristics of adult learners, key adult learning theories, and learning processes and styles. Additionally, the course investigates factors that influence adult education and training environments such as motivation, critical thinking skills, and ethics.

AET 510................................................................. 3 credits
Critical Issues and Trends in Adult Education and Training
This course explores trends, issues, and innovative programs in adult education and training. It focuses on the demographics of adult learners and on the implications of diversity for instruction. Learners examine political, cultural, social, and ethical issues that impact adult education and training. The course also examines these issues within an historical context.

AET 545................................................................. 3 credits
E-Learning Design Technologies
This course provides adult learners the opportunity to design a Web-based e-learning tutorial. The focus is on the importance of planning, principles of good Web-page design, storyboarding, and elements of multimedia. Web-based design standards, as well as appropriate use of Web pages and multimedia, are analyzed. It reviews e-learning software, computer-mediated delivery platforms, and learning management systems.

AET 555................................................................. 3 credits
Overview of the Community College
This course provides an overview of the community college. It examines global, national, and local perspectives of the community college. The course also examines the history and development, mission and purpose, functions, governance and organization, and trends and issues of community colleges.

EDL 500................................................................. 3 credits
Personal Leadership
This course focuses on developing a personal philosophy of leadership. Students engage in self-assessment activities that reveal how individual values and beliefs directly influence personal leadership. Students examine their own organization and stakeholders who may play a role in their journey in school leadership. Aspects of effective communication are also addressed as students explore contemporary leadership theorists and popular beliefs behind organizations and school systems that will help build a foundation for personal growth.

EDL 510................................................................. 3 credits
Teacher Leadership in a Global Society
This course focuses on contemporary theories of school reform and effective teacher leadership in a global society. Performance indicators and dispositions as related to evaluation or decision making are explored. Candidates examine components of effective teacher leadership, including empowering others, building collaborative organizational cultures, and making informed decisions for strategic planning, while creating a vision of change. They also explore how effective leadership provides them with multiple opportunities to critically analyze and apply various leadership styles. Course content reflects research-based frameworks on leadership and leadership processes that will assist candidates in becoming effective teacher leaders. Candidate participate in a theoretical and applied learning approach, which incorporates research and reflective writing activities, case studies, self-assessment, and collaborative team projects that are closely aligned with the National Board Professional Teaching Standards.

EDL 531................................................................. 3 credits
Mentoring and Coaching
This course provides an exploration into how mentoring and coaching improves teaching and learning. This course examines mentoring and coaching competencies, including ethical guidelines, creating collegial relationships, building learning communities, effective communication, problem-solving and conflict resolution, and facilitating learning and accountability. Candidates will be equipped with the knowledge and skills to integrate and apply these competencies in real life and instructional leadership situations.

EDL 520................................................................. 3 credits
Instructional Leadership
This course is designed to provide professional teachers an introduction to instructional leadership. Candidates utilize an instrument of self-assessment and explore opportunities for leadership with reference to theoretical and practical aspects of school improvement. Candidates create a leadership plan that outlines long-term and short-term goals for continuous development of their leadership skills. In addition, they evaluate instructional practices, determine the effectiveness of teaching within the school curriculum, and propose appropriate strategies to improve instructional performance as outlined in research and theory as "best practices."
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SCHOOL OF ADVANCED STUDIES

Admission Requirements

Most doctoral programs have additional admission requirements listed within the program specific information. All applicants to doctoral programs must 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 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.

- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - 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

- Applicants (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.

- 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.

- Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

- Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form 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.
• Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.

• Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/ Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

The Hawaii State Department of Health requires that all students attending school at a campus in this state who were born after December 31, 1956, be immunized for measles-mumps-rubella (MMR). Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• A medical exemption may be granted to specific vaccines.
  • A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student’s life or health, and specify the reason based on valid medical contraindications.
  • The physician must state the length of time during which the vaccine would endanger the student’s health or life.
  • The exemption certification must be signed by the physician on the physician’s printed stationery.
  • A religious exemption may be granted if the student signs a statement certifying that the student’s religious beliefs prohibit the practice of immunization.

• If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.

• A copy of each exemption must be kept in the student’s health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state shall provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

• The student was born before January 1, 1957 (applicable to MMR vaccine only).
• The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
• The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
• The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
• The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
• The student has submitted a statement that immunization is contrary to his/her religious beliefs.
• The student is enrolled exclusively in the Online Campus and does not congregate with other students on campus or at campus-sponsored events. If the student later decides to attend a class at a University of Phoenix local campus location in Connecticut, the student must meet the immunization requirements before he/she may begin attending classes at a local campus location.
• The student graduated from a public or nonpublic high school in the state of Connecticut in 1999 or later and was not exempt from the measles, rubella and on or after August 1, 2010, the mumps vaccination requirement pursuant to subdivision (2) or (3) of subsection (a) of section 10-204a.
Educational Specialist

The following Educational Specialist (Ed.S) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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. 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 Educational Specialist program (Ed.S) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions. The Educational Specialist program degree is consistent with the University’s mission to develop the knowledge and skills that will enable learners to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. The program is designed to emphasize leadership and to focus on a specialization in Curriculum and Instruction.

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/eds.

**Ed.S Required Course of Study**

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of the University of Phoenix are applicable.

- **COM 705** Communication Strategies .............................................. 1 credit
- **CUR 712** ~ Curriculum Theory ..................................................... 3 credits
- **EDD 721** ~ Planning and Leading Change .................................... 3 credits
- **EDD 722** ~ The Legal Context of Education ............................... 3 credits
- **EDD 723** ~ Ethics and Values in Learning Organizations ............... 3 credits
- **CUR 721** ~ Curriculum Design .................................................. 3 credits
- **CUR 722** ~ Instructional Models ................................................ 3 credits
- **EDD 731** ~ The Economics of Education .................................. 3 credits
- **EDD 733** ~ Evaluation and Assessment Methods ....................... 3 credits
- **CUR 731** ~ Supervision of Curriculum and Instruction ............... 3 credits
- **EDS 799** ~ Educational Specialist Capstone ............................. 3 credits

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the Ed.S**

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Current or a record of past employment in an education or related position is required for admission.

**Degree Requirements for the Ed.S**

Educational Specialist students must meet the following degree requirements:

- A minimum of 31 doctorate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Completion of the graduation information packet.
- Students must satisfy all credits and non-credit bearing activities prior to commencement eligibility.

**Academic Progression Requirements for the Ed.S**

Educational Specialist students are subject to the following academic progression requirements:

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who miss or must withdraw from a course may complete the course via directed study, if available. All maximum enrollment policies apply. This option will only be available three times (9 credits) and applies only to online courses. However, some courses may not be suitable or available for directed study, and all directed studies must have the approval of the Doctoral Program Chair.
- Any student who earns a course grade of "C+" or below must repeat that course. If a student who is not on academic probation earns a "C+" or below, that student must repeat the course and earn a grade of "B-" or better. If a student who is on academic probation earns a "C+" or below, that student must repeat the course again and earn a grade of "B" or better.
- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.
• Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of "B" in each course.
• Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.
• Students in the Doctor of Education in Educational Leadership (EdD) program, due to extenuating personal circumstances, may transfer their credits into the Educational Specialist program.
• Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.

Residency Requirements for the Ed.S

Educational Specialist students must meet the following residency requirements:
• Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
• Students may not waive any of the following courses: COM 705 and EDS 799

In order to waive a course in the EDS program, students must have completed a previous course that meets the following criteria:
• The course must have been completed and transcripted from a regionally, approved nationally or provincially accredited college or university or one in candidacy for accreditation.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be a doctoral-level course. Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the Ed.S

COM 705 .................................................................1 credit

Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix's adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

CUR 712  .................................................................3 credits

Curriculum Theory
This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorists and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

EDD 721  .................................................................3 credits

Planning and Leading Change
This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

EDD 722  .................................................................3 credits

The Legal Context of Education
This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case law and specific pieces of education legislation are reviewed.

EDD 723  .................................................................3 credits

Ethics and Values in Learning Organizations
The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.

CUR 721  .................................................................3 credits

Curriculum Design
In this course, learners focus on the creation of systemic models of curriculum development, including consideration of schedule, structure, stakeholder involvement, and end products. Learners will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.

CUR 722  .................................................................3 credits

Instructional Models
This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus.

EDD 731  .................................................................3 credits

The Economics of Education
The principles and theories of the economics of education are examined. The role that Federal, state, and local government play in the economics of education is explored in depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.
EDD 733 ................................................................. 3 credits

**Evaluation and Assessment Methods**
This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes-based assessment, institutional research, and staff and faculty evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.

CUR 731 ................................................................. 3 credits

**Supervision of Curriculum and Instruction**
This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.

EDS 799 ................................................................. 3 credits

**Educational Specialist Capstone**
The capstone course will require learners to integrate their program of study into an in-depth project that explores and inquires into a contemporary problem within the field of educational administration. The project will be based on library research and/or fieldwork and must demonstrate an approach to addressing the problem from a leadership perspective. Additionally, within this course learners will complete a reflective self-assessment of their learning throughout the program.

**Doctor of Management in Organizational Leadership**

The following Doctor of Management in Organizational Leadership (DM) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Doctor of Management in Organizational Leadership degree program, offered by University of Phoenix, provides learners who hold a professional Master’s degree a means of exploring their personal readiness to become leaders in their professions or current organizations. Learners gain a mastery of leadership literature and demonstrate their competence by applying what they learn to current organizational environments. They also:

- Recognize leadership as a process promoting action in service of self, organization, community, and the planet.
- Apply leadership models to promote global and social responsibility.
- Critically analyze the validity and value of research.
- Make original scholarly contributions by researching real-world problems and issues in organizational management.
- Critically examine the philosophical foundations of organizations and leadership.
- Identify personal leadership philosophies and philosophies of knowledge and their applications to organizations.
- Create learning organizations outside of contemporary paradigms utilizing optimal design theories.
- Create an environment that produces core competent, interculturally sophisticated leaders.
- Create an environment that nurtures effective cross-functional, continually enhanced human capital prepared to meet the demands of strategic organizational success.

The DM program creates a perfect opportunity for mid-career professionals to refresh and recreate their commitment to the tasks required of organizational leaders. Learners will think deeply about the current state of organizations and their leadership; create imaginative, new models from what is learned; and contribute new knowledge to the profession and society.

The DM program has a 68-credit requirement that incorporates both residency and online modalities of instruction. The majority of the program will be delivered in a virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into the preparation of a final research study. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DM degree is the successful completion and oral defense of a significant, substantial, and independently completed research study. The study provides the learner an opportunity to demonstrate mastery of the germinal and current literature in the field and to reflect competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the learner’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing them.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this 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/dm.

**DM Program Category Requirements**

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Doctoral Foundations, 4 total credits**

COM 705 ................................................................. 1 credit
Communication Strategies

SEM 700R ~ ......................................................... 0 credits
Doctoral Program Orientation Seminar

LDR 711A ~ ......................................................... 3 credits
Leadership Theory and Practice
Foundations in Management and Organizational Leadership, 12 total credits

PHL 716 ~ ................................................................. 3 credits
Knowledge Theory and Practice
PHL 717 ~ ................................................................. 3 credits
Constructing Meaning
ORG 716 ~ ................................................................. 3 credits
Organizational Theory and Design
MGT 716 ~ ................................................................. 3 credits
Management Philosophies

Research Foundations, 6 total credits

RES 711 ~ ................................................................. 3 credits
Fundamental Principles of Sound Research
RES 722A ~ ................................................................. 3 credits
Research Design

Advanced Research Design, 3 total credits

RES 723 ~ ................................................................. 3 credits
Advanced Statistical Research Methods and Design
RES 724 ~ ................................................................. 3 credits
Qualitative Methods and Design

Theory and Practice of Management and Organizational Leadership, 12 total credits

LDR 726 ................................................................. 3 credits
The Dynamics of Group and Team Leadership
ORG 726 ................................................................. 3 credits
The Impact of Technology on Organizations
MGT 726 ................................................................. 3 credits
Emerging Managerial Practices
ORG 727 ................................................................. 3 credits
Organizational Diagnosis and Intervention

Doctoral Residencies, 10 total credits

PHL 700R ~ ................................................................. 3 credits
Creative and Critical Thinking
DOC 721R ~ ................................................................. 2 credits
Doctoral Seminar I
DOC 731R ~ ................................................................. 3 credits
Collaborative Case Study
DOC 732R ~ ................................................................. 2 credits
Doctoral Seminar III
DOC 740R ................................................................. 0 credits
Annual Renewal Residency

Advanced Inquiry in Management and Organizational Leadership, 9 total credits

PHL 736 ................................................................. 3 credits
Political Acumen and Ethics
MGT 736 ................................................................. 3 credits
Contemporary Systems Management
LDR 736 ................................................................. 3 credits
Architecture of Leadership

Advanced Research Analysis, 3 total credits

RES 725 ~ ................................................................ 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ................................................................ 3 credits
Correlational Methods of Analysis
RES 727 ~ ................................................................ 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ................................................................ 3 credits
Qualitative Case Study
RES 729 ~ ................................................................ 3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ ................................................................ 3 credits
Grounded Theory Methods
RES 746 ~ ................................................................ 3 credits
Mixed Methods

Dissertation, 9 total credits

DOC 722 ~ ................................................................ 3 credits
Doctoral Seminar II
DOC 733 ~ ................................................................ 3 credits
Doctoral Dissertation
DOC 734 ~ ................................................................ 3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course. DOC 733A and/or DOC 734A must also be awarded a letter grade from the faculty member for their final attempt at the "B" course. DOC 733A and/or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

Advanced Statistical Research Methods and Design
DOC 733 A and B ~ .................................................. 3 credits
Doctoral Dissertation
DOC 734 A and B ~ .................................................. 3 credits
Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule.

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the DM
All applicants are expected to meet the following admissions requirements:
- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) college credits in research methods, statistics or scientific reasoning with a grade of "c" or better.
- Current or a record of past employment in leadership of people or processes is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Academic Progression Requirements for the DM
Students are subject to the following academic progression requirements:
- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729).
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Scholastic Disqualification for the DM
- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DM
Students must meet the following residency requirements:
- Completion of physical residencies.
- Five-day residency at the beginning of the program.
- Three-day residency at the beginning of year two.
- Eight-day residency at the beginning of year three.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

In order to be granted a waiver with credit for a course in the 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, students must have completed a course that meets the following criteria:
- The course must have been completed and transcripted from a regionally approved nationally, or provincially accredited college or university.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, LDR 736, PHIL 700R, RES 722A, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
- The dissertation may not be waived.
Degree Requirements for the DM

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.

The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

- The diploma awarded for this program will read as: Doctor of
- Specializations are reflected on the transcript only.

Course Descriptions for the DM

COM 705 .........................................................................................1 credit

Communication Strategies

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking, strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ..............................................................................................0 credits

Doctoral Program Orientation Seminar

SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

LDR 711A ..............................................................................................3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

PHL 716 ........................................................................................................3 credits

Knowledge of Theory and Practice

Upon completion of this course, learners will understand the purpose of inquiry and the wide spectrum of intellectual resources. Learners will clarify their individual philosophies regarding the definition, purpose, acquisition, and application of knowledge. The course provides an overview of the various theoretical frameworks for examining the nature of knowledge and cognition and the applications of knowledge as manifested in various fields of human endeavor. It will orient learners toward identifying their true goals in pursuing the doctoral program, as well as the methods by which they may achieve these goals.

PHL 717 ........................................................................................................3 credits

Constructing Meaning

The postmodern world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a religious or spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Learners explore the concept of postmodernism through the writings of some of the classic thinkers. Learners will also undertake an examination of the way they personally construct their world - what it means and what is meaningful at a personal level, with some insight into why that is the case for them. This information will be explored and learners will use this to inform their leadership behavior and explain their style.

ORG 716 ........................................................................................................3 credits

Organizational Theory and Design

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

MGT 716 ........................................................................................................3 credits
RES 722A ................................................................. 3 credits  
**Research Design**  
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.  
RES 723 ................................................................. 3 credits  
**Advanced Statistical Research Methods and Design**  
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.  
RES 724 ................................................................. 3 credits  
**Qualitative Methods and Design**  
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.  
LDR 726 ................................................................. 3 credits  
**The Dynamics of Group and Team Leadership**  
Upon completion of this course, learners will be prepared to use advanced leadership strategies for group communications, team building, and coaching skills to attain organizational objectives. Learners explore large group and smaller team dynamics and the ways in which the role of a leader is required to affect behavior. Emphasis is placed on the growing dependency on self-directed work teams in the workplace.  
ORG 726 ................................................................. 3 credits  
**The Impact of Technology on Organizations**  
Upon completion of this course, learners will be prepared to evaluate the organizational relationship among technology, structure, and behavior. Additionally, learners will be prepared to balance the advantages and disadvantages of integrating technologies.  
MGT 726 ................................................................. 3 credits  
**Emerging Managerial Practices**  
Upon completion of this course, learners will be prepared to implement emerging managerial practices designed to develop organizational agility and responsiveness. Additionally, they will be able to adapt best practices, implement high-performance work teams, and build advanced strategies for effective global communications. Emphasis is placed on how organizations are encouraged to develop and demonstrate creative, adaptive, and flexible business approaches.  
ORG 727 ................................................................. 3 credits  
**Organizational Diagnosis and Intervention**  
Upon completion of this course, learners will be prepared to optimize organizational performance through the judicious implementation of performance interventions utilizing organization theory, organization design, and technology.  
PHL 700R .............................................................. 3 credits  
**Creative and Critical Thinking**  
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.  
DOC 721R .............................................................. 2 credits  
**Doctoral Seminar I**  
This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.  
DOC 731R .............................................................. 3 credits  
**Collaborative Case Study**  
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.  
DOC 732R .............................................................. 2 credits  
**Doctoral Seminar III**  
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.  
DOC 740R .............................................................. 0 credit  
**Annual Renewal Residency**  
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.  
PHL 736 .............................................................. 3 credits  
**Political Acumen and Ethics**  
Upon completion of this course, learners will possess an insight into how leaders address current and future impacts on society and how leaders influence organizational commitment toward proactively addressing risk factors as well as legal, regulatory, and governmental requirements. Topics include public responsibility, organizational community involvement, and attaining and maintaining American corporation ethical standards in local and global environments.
MGT 736 ....................................................................................3 credits

**Contemporary Systems Management**

Upon completion of this course, learners will be prepared to manage and lead complex organizations through strategic decision making, resulting in business plans. Learners focus on extended systems and practical frameworks for systematically managing organizations.

RES 727 ....................................................................................3 credits

**Descriptive and Comparative Data Analysis**

This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 ....................................................................................3 credits

**Correlational Methods of Analysis**

This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 ....................................................................................3 credits

**Approaches to Phenomenological Inquiry and Data Analysis**

This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 ....................................................................................3 credits

**Qualitative Case Study**

This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 ....................................................................................3 credits

**Ethnomethodology and the Study of Culture**

In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 ....................................................................................3 credits

**Grounded Theory Methods**

This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 ....................................................................................3 credits

**Mixed Methods**

The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches — and their blending — to actually design and conduct meaningful doctoral level research.

DOC 722 ....................................................................................3 credits

**Doctoral Seminar II**

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.
Doctoral Project IV

This is the final course in the program’s sequence in which the learner works to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received: Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/committee relationship and the learner earning approval of the dissertation proposal from all three groups are the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

Doctor of Business Administration

The following Doctor of Business Administration (DBA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Doctor of Business Administration (DBA) degree program, offered by University of Phoenix, provides learners who hold a professional Master’s degree a means of exploring their personal readiness to become senior leaders in management professions. Learners gain a mastery of business administration literature and demonstrate their competence by applying this knowledge to current business environments.

Graduates with a Doctorate in Business Administration will be able to:

- Identify, research alternatives to, and solve business problems with the highest value-adding solutions.
- Perform systems-based, financially justified analysis and research operations issues and technology-enabled opportunities in a global, market-based economy.
- Demonstrate business knowledge, and be recognized as a business subject expert.
- Formulate and re-design industry rules and standards.

As the global information economy evolves, organizations are becoming increasingly complex and innovative, with organizational models and practices becoming crucial for successfully addressing this complexity. Consequently, leadership in this environment requires higher, more sophisticated levels of knowledge and skills. The DBA program is designed to serve this need by providing doctoral-level education to professional practitioners in business and management.

The DBA program has a 68-credit requirement that incorporates both residency and online modalities of instruction. The majority of the program will be delivered in a virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both work days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into the preparation of a final research study. Additionally, in the Year Three residency, learners will apply their knowledge to a comprehensive, collaborative case study. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

Please contact your enrollment advisor for more information.
The most important milestone of the DBA degree is the successful completion and oral defense of a significant, substantial, and independently completed research study that adds new information to the body of business management knowledge. The study provides the learner an opportunity to demonstrate mastery of the germinal and current literature in the field and to reflect competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the learner’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this 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/dba.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**DBA Program Category Requirements**

**Doctoral Foundations, 4 total credits**
- COM 705 ...................................................................................................................... 1 credit
- Communication Strategies
- SEM 700R ~ .............................................................................................................. 0 credits
- Doctoral Program Orientation Seminar
- LDR 711A ~ ............................................................................................................ 3 credits
- Leadership Theory and Practice

**Foundations in Business Administration, 12 total credits**
- FIN 711 .................................................................................................................... 3 credits
- Financial Measures of Value Added
- ORG 711 ~ ............................................................................................................ 3 credits
- 21st Century Issues in Organizational Behavior I
- MGT 711 ~ ............................................................................................................ 3 credits
- Strategic Opportunities in an Internet-based Global Economy
- MKT 711 ~ ............................................................................................................ 3 credits
- Marketing and Managing the Customer Relationship

**Research Foundations, 6 total credits**
- RES 711 ~ ............................................................................................................ 3 credits
- Fundamental Principles of Sound Research
- RES 722A ~ ............................................................................................................ 3 credits
- Research Design

**Advanced Research Design, 3 total credits**
- RES 723 ~ ............................................................................................................ 3 credits
- Advanced Statistical Research Methods and Design
- RES 724 ~ ............................................................................................................ 3 credits
- Qualitative Methods and Design

**Issues in Advanced Business Leadership, 12 total credits**
- LDR 721 ~ ............................................................................................................ 3 credits
- Ethical Leadership and the Legal Landscape
- BUS 721 ~ ............................................................................................................ 3 credits
- Issues in Optimizing Operations
- MGT 721 ~ ............................................................................................................ 3 credits
- Managing the Risks in a Global Environment
- ORG 721 ~ ............................................................................................................ 3 credits
- 21st Century Issues in Organizational Behavior II

**Doctoral Residencies, 10 total credits**
- PHL 700R ~ ............................................................................................................ 3 credits
- Creative and Critical Thinking
- DOC 721R ~ ........................................................................................................... 2 credits
- Doctoral Seminar I
- DOC 731R ~ ........................................................................................................... 3 credits
- Collaborative Case Study
- DOC 732R ~ ........................................................................................................... 2 credits
- Doctoral Seminar III
- DOC 740R ~ ........................................................................................................... 0 credits
- Annual Renewal Residency

**Advanced Inquiry in Business Analysis and Leadership, 9 total credits**
- LDR 731 ~ ............................................................................................................ 3 credits
- Contemporary Issues in Leadership
- BUS 731 ~ ............................................................................................................ 3 credits
- Transforming the Business I
- BUS 732 ~ ............................................................................................................ 3 credits
- Transforming the Business II

**Advanced Research Analysis, 3 total credits**
- RES 725 ~ ............................................................................................................ 3 credits
- Descriptive and Comparative Data Analysis
- RES 726 ~ ............................................................................................................ 3 credits
- Correlational Methods of Analysis
- RES 727 ~ ............................................................................................................ 3 credits
- Approaches to Phenomenological Inquiry and Data Analysis
- RES 728 ~ ............................................................................................................ 3 credits
- Qualitative Case Study
- RES 729 ~ ............................................................................................................ 3 credits
- Ethnomethodological Analyses and the Study of Culture
- RES 745 ~ ............................................................................................................ 3 credits
- Grounded Theory Methods
- RES 746 ~ ............................................................................................................ 3 credits
- Mixed Methods

**Dissertation, 9 total credits**
- DOC 722 ~ ............................................................................................................ 3 credits
- Doctoral Seminar II
- DOC 733 ~ ............................................................................................................ 3 credits
- Doctoral Dissertation
- DOC 734 ~ ............................................................................................................ 3 credits
- Doctoral Project IV
The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course. DOC 733 A and B-- ................................................................. 3 credits

Doctoral Dissertation

DOC 734 A and B-- ................................................................. 3 credits

Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the DBA

All applicants are expected to meet the following admission requirements:

- A graduate degree in business, management or business administration from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Students who do not have a graduate degree in either business, management or administration may be admitted if they meet all other requirements for admission and have official transcripts listing three (3) credits in each of the following subjects from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent recognized foreign institution:
  - Finance for Managerial Decision Making
  - Human Relations and Organizational Behavior
  - Marketing Management
  - Strategy Formulation and Implementation
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Degree Requirements for the DBA

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.

The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

- Students must meet all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Business Administration.

Academic Progression for the DBA

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.

Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the DBA

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B" or better. Students who earn a grade lower than "B" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.0 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DBA

- Completion of physical residencies:
- Five-day residency at the beginning of the program.
- Three-day residency at the beginning of year two.
- Eight-day residency at the beginning of year three.
- If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
- Students 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 with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
- The following courses may not be waived: BUS 731, BUS 732, COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
- The dissertation may not be waived.

Course Descriptions for the DBA

COM 705 ....................................................................................1 credit

Communication Strategies

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ................................................................................0 credits

Doctoral Program Orientation Seminar

SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

LDR 711A ................................................................................3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

FIN 711 ......................................................................................3 credits

Financial Measures of Value Added

This course explores and evaluates research on how businesses measure and could modify their measure of financial value in order to improve decision making. Topics include treatment of non-traditional balance sheet items (e.g. knowledge capital), mergers and acquisitions and how to predict success, conditions for successful joint ventures, marketplace valuation of equity, and small to mid-size business’ access to contemporary capital markets.

ORG 711 ....................................................................................3 credits

21st Century Issues in Organizational Behavior I

This course evaluates research on issues that organizations face in optimizing their performance. Topics include how an organization “selects” the form that best fits its mission and culture, organizational learning, and inhibitors to performance.
MGT 711 ................................................................. 3 credits

**Strategic Opportunities in an Internet-Based Global Economy**
This course evaluates models for creating economically viable global businesses using the technology of the Internet. Topics include assessing successful e-business models and the macroeconomic environment that contributes to the success of business strategy.

MKT 711 ................................................................. 3 credits

**Marketing and Managing the Customer Relationship**
This course evaluates how decision makers manage their relationship with their customers and apply their marketing knowledge to the development of products and services. Topics include the prediction of demand in global markets, managing product development, and the role of Internet-based customer information.

RES 711 ........................................................................ 3 credits

**Fundamental Principles of Sound Research**
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A ................................................................. 3 credits

**Research Design**
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 ........................................................................ 3 credits

**Advanced Statistical Research Methods and Design**
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 724 ........................................................................ 3 credits

**Qualitative Methods and Design**
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

LDR 721 ........................................................................ 3 credits

**Ethical Leadership and the Legal Landscape**
This course evaluates research on how legal environments in the global economy shape decision making and the ethical issues that emerge from disparate legal systems and practices. This course will specifically addresses practices legal in a subsidiary country but in violation of the corporation’s ethical standards.

BUS 721 ........................................................................ 3 credits

**Issues in Optimizing Operations**
This course evaluates research on how businesses adopt approaches to optimizing their operations and the conditions under which these lead to success. Topics include how an organization adopts best practices, the predictors for a successful quality management program, and the role of project management.

MGT 721 ........................................................................ 3 credits

**Managing the Risks in a Global Environment**
This course evaluates alternative practices to manage risk in a global environment. Topics include measuring risk (economics, financial, political, etc.), creating tools to predict where to invest internationally, financial instruments of global investment, and techniques to mitigate risk.

ORG 721 ........................................................................ 3 credits

**21st Century Issues in Organizational Behavior II**
This course continues research on issues that organizations face in optimizing their performance. Topics include how organizations develop a culture and set of political rules that define behavior within it, virtual teams, translating culture within a global organization, and conditions that predict success or failure for an organization that expands its mission.

PHL 700R ........................................................................ 3 credits

**Creative and Critical Thinking**
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R ........................................................................ 2 credits

**Doctoral Seminar I**
This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R ........................................................................ 3 credits

**Collaborative Case Study**
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.
Grounded Theory Methods

This course is designed to provide advanced graduate students with instruction in qualitative research methods as applied to social science research. Students will learn to identify and conduct qualitative research projects, including the development of research questions, data collection strategies, and data analysis techniques. The course focuses on grounded theory, a method for generating theories from data. Students will learn to develop data collection strategies, conduct interviews, and analyze data through the use of grounded theory techniques. The course will also cover the use of qualitative software for data analysis.

Descriptive and Comparative Data Analysis

This course focuses on statistical analysis methods and reporting of results. Students will explore the assumptions, advantages, limitations, and appropriate applications of descriptive and inferential statistical tests. The course will cover basic correlation methods, simple and multiple regression analysis, and advanced multivariate procedures including MANOVA and related techniques. Students will learn to interpret and report results when examining bivariate and multivariate relationships using statistical software.

Ethnomethodology and the Study of Culture

This course is designed to provide advanced graduate students with instruction in qualitative research methods as applied to social science research. Students will learn to identify and conduct qualitative research projects, including the development of research questions, data collection strategies, and data analysis techniques. The course focuses on ethnomethodology, a method for understanding social interaction and the rules governing it. Students will learn to develop data collection strategies, conduct interviews, and analyze data through the use of ethnomethodological techniques. The course will also cover the use of qualitative software for data analysis.

Qualitative Case Study

This course is designed to provide advanced graduate students with instruction in qualitative research methods as applied to social science research. Students will learn to identify and conduct qualitative research projects, including the development of research questions, data collection strategies, and data analysis techniques. The course focuses on qualitative case study research, a method for understanding social interaction and the rules governing it. Students will learn to develop data collection strategies, conduct interviews, and analyze data through the use of qualitative case study techniques. The course will also cover the use of qualitative software for data analysis.

Grounded Theory Methods

This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research. Students will learn to develop research questions, design research strategies, and conduct data collection and analysis. The course focuses on grounded theory, a method for generating theories from data. Students will learn to develop data collection strategies, conduct interviews, and analyze data through the use of grounded theory techniques. The course will also cover the use of qualitative software for data analysis.
RES 746 ..................................................................................................................... 3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

DOC 722 ..................................................................................................................... 3 credits

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 ..................................................................................................................... 3 credits

Doctoral Dissertation
This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 ..................................................................................................................... 3 credits

Doctoral Project IV
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A ..................................................................................................................... 3 credits

Doctoral Dissertation
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B ..................................................................................................................... 3 credits

Doctoral Dissertation
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Education in Educational Leadership

The following Doctor of Education in Educational Leadership (Ed.D) program may be offered at these University of Phoenix campus locations: Online, depending on state of residency. 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 Doctor of Education in Educational Leadership (Ed.D) will prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions.

The Doctor of Education in Educational Leadership degree is consistent with the University’s mission to educate working adults to prepare learners to become transformational leaders who will strategically manage and lead complex educational organizations. Graduates will be educational practitioners who demonstrate analytical, critical, and innovative thinking to improve the performance of educational institutions. The program will be able to:

Graduates of the Doctor of Education in Educational Leadership program will be able to:

- Utilize and conduct research to evaluate and improve instructional and organizational processes.
- Provide instructional leadership to support and enhance the educational process.
- Incorporate knowledge of social, historical, and political theories and processes in educational decision making.
- Lead and manage the educational organization through transformation inherent in contemporary society.

At no time in history has the need for quality education been greater. At the same time, educators face challenges unlike those faced by their predecessors. They must facilitate learning in culturally diverse classrooms; prepare students for jobs in a global, information-based economy; manage their classrooms, schools, and systems effectively and efficiently in the face of severe funding pressures; and produce all the other outcomes traditionally expected from educational institutions. It is clear that as the education system works its way through this period of radical change, leaders are needed who are capable of dealing with complexity in creative ways.
Professional practice in this environment will require more sophisticated educational preparation for greater numbers of practitioners.

The Ed.D. program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the Year Three residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ed.D degree is the successful completion and oral defense of a significant, substantial, and independent dissertation that adds new information to the body of educational leadership knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of the germinal and current literature in the field and express their competence in applying learning to actual educational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this 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/edd.

**Foundations in Education, 12 total credits**

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**Comparative Models of Educational Environments**

**Research Foundations, 6 total credits**

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**Research Design**

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**Qualitative Methods and Design**

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**Ethics and Values in Learning Organizations**

**Instructional Leadership**

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**Annual Renewal Residency**

**Advanced Inquiry in Education, 9 total credits**

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**Evaluation and Assessment Methods**

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**Doctoral Foundations, 4 total credits**

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<td>Communication Strategies</td>
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<td>SEM 700R ~ ........................................................0 credits</td>
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<td>Doctoral Program Orientation Seminar</td>
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<td>LDR 711A ~ .......................................................3 credits</td>
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**Evaluation and Assessment Methods**
Advanced Research Analysis, 3 total credits
RES 725 ~ ................................................................. 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ................................................................. 3 credits
Correlational Methods of Analysis
RES 727 ~ ................................................................. 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ................................................................. 3 credits
Qualitative Case Study
RES 729 ~ ................................................................. 3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ ................................................................. 3 credits
Grounded Theory Methods
RES 746 ~ ................................................................. 3 credits
Mixed Methods

Dissertation, 9 total credits
DOC 722 ~ ................................................................. 3 credits
Doctoral Seminar II
DOC 733 ~ ................................................................. 3 credits
Doctoral Dissertation
DOC 734 ~ ................................................................. 3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~ ................................................................. 3 credits
Doctoral Dissertation

DOC 734 A and B~ ................................................................. 3 credits
Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 746, or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the EdD
All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Academic Progression Requirements for the EdD
Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729).
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.
**Academic Standing and Minimum Grade Requirements for the EdD**

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.

- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.

- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.

- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

**Degree Requirements for the EdD**

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.

- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

- The diploma awarded for this program will read as: Doctor of Education.

**Residency Requirements and Course Waivers for the EdD**

Students must meet the following residency requirements:
- Completion of physical residencies.
  - Five-day residency at the beginning of the program.
  - Three-day residency at the beginning of year two.
  - Eight-day residency at the beginning of year three.
  - If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.

- Students 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 with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

- The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R

- The dissertation may not be waived.

**Course Descriptions for the EdD**

**Communication Strategies**
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

**Leadership Theory and Practice**
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.
EDD 711 ................................................................. 3 credits
**Social Contexts and Contemporary Issues**
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

EDD 712 ................................................................. 3 credits
**Leadership in Contemporary Organizations**
This course explores organization theory, culture, and change. The influence of leadership on the organization is examined in depth. The different functions of administration, management, and leadership are of focus.

EDD 713 ................................................................. 3 credits
**Lifelong Learning: Leadership in the Educational Continuum**
The concept of lifelong learning and the impact it has on education providers is the focus of this course. Theories of learning, specifically adult learning, are examined. The role that P-12 education, higher education, corporate education/training, and the military play in instilling a belief in lifelong learning is of focus.

EDD 714 ................................................................. 3 credits
**Comparative Models of Educational Environments**
This course examines the various models of educational environments available to students today. Discussion topics range from the wealth of options available for P-12 school students to adult learners to alternative learning environments. Specific focus is placed on distance education modalities for learners of all ages.

RES 711 ................................................................. 3 credits
**Fundamental Principles of Sound Research**
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A ............................................................... 3 credits
**Research Design**
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 ............................................................... 3 credits
**Advanced Statistical Research Methods and Design**
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 724 ............................................................... 3 credits
**Qualitative Methods and Design**
This class premises some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

EDD 721 ............................................................... 3 credits
**Planning and Leading Change**
This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.

EDD 722 ............................................................... 3 credits
**The Legal Context of Education**
This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituencies and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case law and specific pieces of education legislation are reviewed.

EDD 723 ............................................................... 3 credits
**Ethics and Values in Learning Organizations**
The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values education, codes of conduct, and codes of ethics are debated.

EDD 724 ............................................................... 3 credits
**Instructional Leadership**
This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus.

PHL 700R ............................................................ 3 credits
**Creative and Critical Thinking**
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
EDD 732 ...................................................................................3 credits
Evaluation and Assessment Methods
This course explores the evaluation and assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Accreditation issues, outcomes-based assessment, institutional research, and staff and faculty evaluation are key topics. The influence of leadership style on evaluation and assessment methods also is examined.

RES 725 .................................................................3 credits
Descriptive and Comparative Data Analysis
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 .................................................................3 credits
Correlational Methods of Analysis
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 .................................................................3 credits
Approaches to Phenomenological Inquiry and Data Analysis
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis techniques appropriate for and relevant to phenomenological research.

RES 728 .................................................................3 credits
Qualitative Case Study
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis techniques appropriate for and relevant to case study research.
Mixed Methods

In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g., observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

Grounded Theory Methods

This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

Mixed Methods

The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

Doctoral Seminar II

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

Doctoral Dissertation

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.
Doctor of Education in Educational Leadership/ Curriculum and Instruction

The following Doctor of Education in Educational Leadership/ Curriculum and Instruction (EdD/CI) program may be offered at the University of Phoenix campus locations: Online, depending on state of residence. 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 the Online program at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction will prepare learners to become instructional leaders who will strategically manage and lead processes related to curriculum, instruction, and assessment. Graduates will demonstrate both practical and scholarly knowledge in their use of analytical, critical, and innovative thinking to improve the performance of educational institutions.

Historically, education has been a field of constant evolution and debate, with the pull of philosophical, cultural, and political influences felt throughout the industry. As such, contemporary educators face challenges unlike those faced by their predecessors: Educational leaders must design and facilitate learning in culturally diverse classrooms; manage the needs of multiple stakeholders; develop their classrooms, schools, and systems effectively and efficiently in the face of severe funding pressures; address the demands of regulatory bodies; and meet the outcomes established by the greater educational community.

As the education system undergoes these radical changes, there has been a drastic increase in the need for leaders who are capable of designing innovative curricular models in their institutions and of consistently improving their students’ outcomes. The Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction is offered by the University of Phoenix to enable leaders to achieve these high levels of performance through applied scholarship, rigorous analysis, and comprehensive evaluation methods.

The Curriculum and Instruction specialization degree is consistent with the University’s mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The program is designed to emphasize curricular leadership and to focus on applied research that improves instruction and educational outcomes.

Program Goals

Upon completion of all program requirements of the Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction degree, learners will be able to:

- Evaluate and improve instructional and organizational processes through research-based decisions.
- Support and enhance the educational process through instructional leadership.
- Influence policy decisions within educational settings with knowledge of social theories, historical perspectives, and political issues.
- Design, develop, and implement curriculum, instructional strategies, and assessment tools to enhance learning.
- Create and implement sound curricular models by synthesizing research, theory, and experience.

Program Structure

The EdD/CI program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residency is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the Third Year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the EdD/CI degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this 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/edd-ci.

EdD/CI Program Category Requirements

Courses requiring prerequisites are identified by a symbol following the course number.

Doctoral Foundations, 4 total credits

COM 705 .................................................................1 credit
Communication Strategies
SEM 700R ............................................................0 credits
Doctoral Program Orientation Seminar
LDR 711A .............................................................3 credits
Leadership Theory and Practice
Research Foundations, 6 total credits
EDD 711 ~ ................................................................. 3 credits
Social Contexts and Contemporary Issues
EDD 724 ~ ................................................................. 3 credits
Instructional Leadership
CUR 711 ~ ................................................................. 3 credits
Developmental and Learning Theories
CUR 712 ~ ................................................................. 3 credits
Curriculum Theory
Research Foundations, 6 total credits
RES 711 ~ ................................................................. 3 credits
Fundamental Principles of Sound Research
RES 722A ~ ................................................................. 3 credits
Research Design
Advanced Research Design, 3 total credits
RES 723 ~ ................................................................. 3 credits
Advanced Statistical Research Methods and Design
RES 724 ~ ................................................................. 3 credits
Qualitative Methods and Design
Principles and Practices in Curriculum and Instruction, 12 total credits
EDD 721 ~ ................................................................. 3 credits
Planning and Leading Change
CUR 721 ~ ................................................................. 3 credits
Curriculum Design
CUR 722 ~ ................................................................. 3 credits
Instructional Models
CUR 723 ~ ................................................................. 3 credits
Assessment of Student Learning
Doctoral Residencies, 10 total credits
PHL 700R ~ ................................................................. 3 credits
Creative and Critical Thinking
DOC 712R ~ ................................................................. 2 credits
Doctoral Seminar I
DOC 731R ~ ................................................................. 3 credits
Collaborative Case Study
DOC 732R ~ ................................................................. 2 credits
Doctoral Seminar III
DOC 740R ~ ................................................................. 0 credits
Annual Renewal Residency
Advanced Inquiry in Curriculum Leadership, 9 total credits
CUR 731 ~ ................................................................. 3 credits
Supervision of Curriculum and Instruction
EDD 732 ~ ................................................................. 3 credits
Contemporary Policy Analysis and Development
CUR 732 ~ ................................................................. 3 credits
Program Evaluation
Advanced Research Analysis, 3 total credits
RES 725 ~ ................................................................. 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ................................................................. 3 credits
Correlational Methods of Analysis
RES 727 ~ ................................................................. 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ................................................................. 3 credits
Qualitative Case Study
RES 729 ~ ................................................................. 3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ ................................................................. 3 credits
Grounded Theory Methods
RES 746 ~ ................................................................. 3 credits
Mixed Methods
Dissertation, 9 total credits
DOC 722 ~ ................................................................. 3 credits
Doctoral Seminar II
DOC 733 ~ ................................................................. 3 credits
Doctoral Dissertation
DOC 734 ~ ................................................................. 3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.
Additional Admission Requirements for the EdD/CI

All applicants are expected to meet the following admission requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Academic Progression Requirements for the EdD/CI

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework, research courses (RES prefix), residency courses, and EDS 799.
- Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the EdD/CI

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Degree Requirements for the EdD/CI

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Education and will not reflect the specialization. Specializations are reflected on the transcript only.

Residency Requirements and Course Waivers for the EdD/CI

Students must meet the following residency requirements:

- Completion of physical residencies.
- Five-day residency at the beginning of the program.
- Three-day residency at the beginning of year two.
- Eight-day residency at the beginning of year three.
- If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
• Students 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 with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  - The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
  - The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
• The dissertation may not be waived.

Course Descriptions for the EdD/CI

COMM 705 .......................................................................................................................... 1 credit
Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ................................................................................................................... 0 credits
Doctoral Program Orientation Seminar
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

LDR 711A ................................................................................................................... 3 credits
Leadership Theory and Practice
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

EDD 711 ................................................................................................................... 3 credits
Social Contexts and Contemporary Issues
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

EDD 724 ................................................................................................................... 3 credits
Instructional Leadership
This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus.

CUR 711 ................................................................................................................... 3 credits
Developmental and Learning Theories
Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.

CUR 712 ................................................................................................................... 3 credits
Curriculum Theory
This course examines historical, current, and cross-cultural theories of curriculum. With a foundation in the major theorist and tenets of their theories, learners analyze curriculum documents for evidence of the various theories, investigate implications of the theories for educational programming, and interpret the interaction of these theories with public policy.

RES 711 ................................................................................................................... 3 credits
Fundamental Principles of Sound Research
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A ................................................................................................................... 3 credits
Research Design
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 ................................................................................................................... 3 credits
Advanced Statistical Research Methods and Design
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 724 ................................................................................................................... 3 credits
Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
EDD 721 ................................................................. 3 credits

Planning and Leading Change
This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
CUR 721 ................................................................. 3 credits

Curriculum Design
In this course, learners focus on the creation of systemic models of curriculum development, including consideration of schedule, structure, stakeholder involvement, and end products. Learners will also analyze the implicit, hidden, cultural, and institutional aspects of existing curricular models to inform their own development approach.
CUR 722 ................................................................. 3 credits

Instructional Models
This course analyzes the models and process of instruction. Effective instructional models are explored as they relate to teaching strategies and learner outcomes. Instructional models for diverse populations, improvement of instructional programs and staff development are of special focus.
CUR 723 ................................................................. 3 credits

Assessment of Student Learning
This course explores student assessment methods utilized in learning organizations. The merits and faults of these methods are debated. Among the key topics are outcomes-based assessment - such as standardized achievement and criterion assessment, as well as the influence of leadership styles on these outcomes.
PHL 700R ............................................................. 3 credits

Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 721R ............................................................. 2 credits

Doctoral Seminar I
This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.
DOC 731R ............................................................. 3 credits

Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral program/disciplines.
DOC 732R ............................................................. 2 credits

Doctoral Seminar III
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.
DOC 740R ............................................................. 0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in "all but dissertation" status.
CUR 731 ............................................................. 3 credits

Supervision of Curriculum and Instruction
This course explores the supervision and evaluation of instructional programs. Topics include effective techniques for managing curriculum, effective evaluation instruments, conferencing, classroom management, and recommendations for improvement. Traditional and alternative methods of evaluating student achievement will be discussed.
EDD 732 ............................................................. 3 credits

Contemporary Policy Analysis and Development
This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.
CUR 732 ............................................................. 3 credits

Program Evaluation
This course explores program evaluation models and methods utilized in learning organizations. Both formative and summative methods are discussed, and their merits and faults are debated. Accreditation issues are among the key topics, and the influence of leadership style on program evaluation methods is examined.
RES 725 .................................................................................... 3 credits

**Descriptive and Comparative Data Analysis**

This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 .................................................................................... 3 credits

**Correlational Methods of Analysis**

This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 .................................................................................... 3 credits

**Approaches to Phenomenological Inquiry and Data Analysis**

This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 .................................................................................... 3 credits

**Qualitative Case Study**

This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 .................................................................................... 3 credits

**Ethnomethodology and the Study of Culture**

In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g., observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 .................................................................................... 3 credits

**Grounded Theory Methods**

This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 .................................................................................... 3 credits

**Mixed Methods**

The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

DOC 722 .................................................................................. 3 credits

**Doctoral Seminar II**

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 .................................................................................... 3 credits

**Doctoral Dissertation**

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 .................................................................................... 3 credits

**Doctoral Project IV**

This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.
The following Doctor of Education in Higher Education Administration (Ph.D./HEA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Doctor of Philosophy in Higher Education Administration (Ph.D./HEA) program will prepare learners for scholarship, practice, and leadership in post-secondary educational environments. Throughout the program, learners explore higher education through various lenses, with emphases on the ethical responsibilities of higher education institutions for developing strong communities and a knowledge-oriented workforce, and the role that collaboration and dialogue play in producing meaningful scholarship and effective leadership practice.

The proliferation of institutions of higher learning, along with the diversified student population entering into post-secondary classrooms, has created the need for new models of higher education leadership. These models require leaders to perform strongly in the traditional roles associated with the operation of complex organizations as well as the skills and disposition of an educational researcher. Additionally, leaders in higher education must be able to embody these roles in order to support their institutions’ missions and creatively meet academic and organizational needs.

The Ph.D./HEA program addresses these dual roles by providing opportunities for academic inquiry into education and its historical, philosophical, and sociological premises alongside of depth study of the management and leadership of educational institutions. As such, learners in the Ph.D./HEA program are strongly encouraged to cultivate a rich, nuanced, and holistic understanding of higher education administration, placing them at the forefront of their discipline.

The Ph.D./HEA degree is consistent with the University’s mission to educate students to achieve their professional goals, improve the productivity of educational organizations, and to improve the quality of education in their communities and in the community of scholarship surrounding higher education administration.

Program Goals
The goals of the Ph.D. in higher education program are to:

• Cultivate ethical leaders who possess transferable skills and acumen for a variety of settings and roles
• Encourage a systemic approach to higher education administration
• Foster professionally socialized educational administrators
• Enhance participation in the global higher education community
• Prepare proficient researchers in higher education

Throughout the program, learners will evidence the following competencies to meet these goals:

• Understand the theory and practice related to the major domains of higher education
• Demonstrate adaptability in using that knowledge in a variety of contexts and organizational configurations
• Develop a holistic understanding of higher education constituencies
• Foster models for collaborative relationships with and among individuals and organizations
• Determine a course of professional development and life-long learning
• Engage with professional associations and organizations
• Demonstrate knowledge of the diverse philosophical, social, and historical contexts and ideologies of education (colonialism and educational development)
• Foster programs that incorporate a meaningful regard for and participation in cultural pluralism
• Demonstrate proficiency in various research methodologies
• Contribute substantial and original research to the body of knowledge

DOC 733A ....................................................................................3 credits

Doctoral Dissertation
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/committee Chair and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B ....................................................................................3 credits

Doctoral Dissertation
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

Doctor of Philosophy in Higher Education Administration

The following Doctor of Education in Higher Education Administration (Ph.D./HEA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Doctor of Philosophy in Higher Education Administration (Ph.D./HEA) program will prepare learners for scholarship, practice, and leadership in post-secondary educational environments. Throughout the program, learners explore higher education through various lenses, with emphases on the ethical responsibilities of higher education institutions for developing strong communities and a knowledge-oriented workforce, and the role that collaboration and dialogue play in producing meaningful scholarship and effective leadership practice.

The proliferation of institutions of higher learning, along with the diversified student population entering into post-secondary classrooms, has created the need for new models of higher education leadership. These models require leaders to perform strongly in the traditional roles associated with the operation of complex organizations as well as the skills and disposition of an educational researcher. Additionally, leaders in higher education must be able to embody these roles in order to support their institutions’ missions and creatively meet academic and organizational needs.
Program Structure
The PhD/HEA program has a 65-credit requirement that involves online modalities of instruction, residency requirements, and a comprehensive examination. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 10 days in residency during the 3-year program. Five days near the beginning of the first year and five days prior to the comprehensive exams after the common core of the classes is completed. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ph.D./HEA degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of higher education leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research methodology for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this 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/phd-hea.

PHD/HEA Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.

- COM 705 ~ Communications Strategies ........................................... 1 credit
- SEM 700R ~ ..................................................................................... 0 credits
- Doctoral Program Orientation Seminar
- EDU 711 ~ ..................................................................................... 3 credits
- Core Functions of Higher Education Administration
- DOC 710R ~ .................................................................................. 3 credits
- Doctoral Studies Seminar and Workshop
- EDU 706 ~ ..................................................................................... 3 credits
- Comparative Models of Higher Education Administration
- PHL 713 ~ ..................................................................................... 3 credits
- Philosophy of Education
- SOC 721 ~ ..................................................................................... 3 credits
- Social, Political, and Ethical Aspects of Higher Education
- EDU 724 ~ ..................................................................................... 3 credits
- Student Development Theory

RES 714 ~ ..................................................................................... 3 credits
- Quantitative Methods and Statistical Analyses
- RES 715 ~ ..................................................................................... 3 credits
- Qualitative Methods
- ORG 722 ~ ..................................................................................... 3 credits
- Organizational Theory, Planning, and Change
- FIN 723 ~ ..................................................................................... 3 credits
- Higher Education Finance and Economics
- DOC 720 ~ ..................................................................................... 3 credits
- Proposal Seminar
- DOC 721 ~ ..................................................................................... 3 credits
- Prospectus and Proposal Workshop
- LAW 731 ~ ..................................................................................... 3 credits
- Legal Aspects of Higher Education
- EDU 732 ~ ..................................................................................... 3 credits
- Planning, Evaluation, & Assessment in Higher Education Administration
- DOC 730R ~ .................................................................................. 3 credits
- Professional Development and Socialization
- EXAM 799 ~ .................................................................................. 1 credit
- Comprehensive Examination
- ELEC 710 ~ .................................................................................. 3 credits
- PHD/HEA Elective
- Must be Method-Orientated Independent Study or Applied Research Methods course
- ELEC 711 ~ ..................................................................................... 3 credits
- PHD/HEA Elective
- ELEC 712 ~ ..................................................................................... 3 credits
- PHD/HEA Elective
- DOC 736A ~ .................................................................................. 3 credits
- Dissertation I
- DOC 737 ~ ..................................................................................... 3 credits
- Dissertation II
- DOC 738A ~ .................................................................................. 3 credits
- Defense
- DOC 740R ~ .................................................................................. 0 credits
- Annual Renewal Residency (as required)

Elective Courses to Fulfill ELEC 710
- RES 723 ~ ..................................................................................... 3 credits
- Advanced Statistical Research Methods and Design
- RES 724 ~ ..................................................................................... 3 credits
- Qualitative Methods and Design
- RES 725 ~ ..................................................................................... 3 credits
- Descriptive and Comparative Data Analysis
- RES 726 ~ ..................................................................................... 3 credits
- Correlational Methods of Analysis
- RES 727 ~ ..................................................................................... 3 credits
- Approaches to Phenomenological Inquiry and Data Analysis
- RES 728 ~ ..................................................................................... 3 credits
- Qualitative Case Study
Elective Courses to Fulfill ELEC 711 and ELEC 712

- RES 729 - Ethnomethodology and the Study of Culture .................................................................................. 3 credits
- RES 745 - Grounded Theory Methods ............................................................................................................. 3 credits
- RES 746 - Mixed Methods

EDU 705 - The Inclusive Campus: Addressing Differing Student Needs ................................................................. 3 credits
EDU 704 - Understanding the Infrastructure of Higher Education ............................................................................ 3 credits
EDU 703 - History of Education in the Americas .................................................................................................... 3 credits

Academic Affairs Administration
- EDU 701 - Diversity and Communication ........................................................................................................ 3 credits

History of Education in the Americas
- EDU 703 - History of Education ....................................................................................................................... 3 credits

Student Affairs Administration
- EDU 704 - Academic Affairs Administration .................................................................................................. 3 credits

EDU 705 - The Inclusive Campus: Addressing Differing Student Needs ................................................................. 3 credits

EDU 712 - History of Education ............................................................................................................................ 3 credits

The Community College
- IND 701 - Independent Study I .......................................................................................................................... 3 credits
- IND 702 - Independent Study II .......................................................................................................................... 3 credits
- IND 703 - Independent Study III .......................................................................................................................... 3 credits

Leadership, Management, and Supervision
- LDR 708 - Leadership, Management, and Supervision ....................................................................................... 3 credits

ORG 707 - Advanced Systems Thinking .................................................................................................................. 3 credits
- RES 725 - Descriptive and Comparative Data Analysis .......................................................................................... 3 credits
- RES 726 - Correlational Methods of Analysis ........................................................................................................ 3 credits
- RES 727 - Approaches to Phenomenological Inquiry and Data Analysis ................................................................. 3 credits
- RES 728 - Qualitative Case Study ........................................................................................................................ 3 credits
- RES 729 - Ethnomethodology and the Study of Culture ......................................................................................... 3 credits

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and dissertation defense requirements for the doctoral program. Students have the option to complete the B or B and C courses for either DOC 736 and/or DOC 738 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 736B or DOC 738B must be awarded a letter grade from the faculty member for their final attempt at the "B" course. Students who proceed from DOC 736B or DOC 738B to DOC 736C or DOC 738C, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "C" course.

- DOC 736 B and C ~ 3 credits
- DOC 738 B and C ~ 3 credits

Dissertation I
- DOC 736 B and C ~ 3 credits

Defense
Students may be required to complete DOC 736C and DOC 738C until all programmatic requirements and approvals have been met. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the PHD/HEA
- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- A minimum equivalent of 2 years professional experience in an education setting or 2 years experience in a professional supervisory role within an equivalent (business, social services) setting.

Independent Study Requirements for the PHD/HEA
- Students must submit a request for enrollment in an independent study course (IND 701, IND 702 or IND 703) to the Dean of the School of Advanced Studies or the Doctoral Program Chair for approval. Students may not enroll in an independent study course until approval is granted by the Dean or Doctoral Program Chair.
- Within the first week of any independent study, the faculty and student(s) must design, complete, and submit a learning contract and course syllabus to the Program Chair presiding over the Ph.D. program.
- All independent studies must culminate in a substantive project completed by the student(s). The aims and expected outcomes of this project must be clearly illustrated in the learning contract and syllabus. Examples of acceptable projects include publication-quality papers and draft chapters of the dissertation proposal.
**Academic Progression Requirements for the PHD/HEA**

Doctor of Philosophy in Higher Education Administration students are subject to the following academic progression requirements:

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All students must successfully complete each course (except COM 705 and EXAM 799) with a "B-" or better grade before proceeding to any subsequent online, residency, or directed study course.
- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.
- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of "B" in each course.
- Courses cannot be taken as directed studies without permission, obtained via SAC appeal, from the program’s Dean.
- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.
- Students may not enroll in EXAM 799 until all other coursework is completed, with the exception of electives/independent studies, dissertation courses (DOC 736A/B/C, DOC 737, and DOC 738A/B/C), and DOC 740R.
- Students must have their dissertation proposals approved by their dissertation committee members, the School’s Review Board, and the Institutional Review Board as a completion requirement for completion of DOC 736A, DOC 736B, or DOC 736C. DOC 736B and DOC 736C have been provided as optional courses to give learners additional time with mentor to meet course and program requirements. Students may not enroll in DOC 737 without an approved proposal.
- Proposals may not be submitted for approval until after successful completion of the requisite level of performance (a grade of B or better), he or she will be allowed to repeat EXAM 799 once. If a student fails to earn a B on the second attempt, he or she will be dismissed from the program.
- Successful oral defense and approval of the final dissertation by the dean is required.
- Completion of the graduation information packet:
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

**Degree Requirements for the PHD/HEA**

Doctor of Philosophy in Higher Education Administration students must meet the following degree requirements:

- A minimum of 65 doctorate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies is required.
- Successful completion of the comprehensive examination is required. Should a student fail to complete the examination at the requisite level of performance (a grade of B or better), he or she will be put on academic probation.
- Students who fail to meet the minimum grade requirement after the second attempt will be scholastically disqualified and must repeat the course.
- Successful oral defense and approval of the final dissertation by the dean is required.
- Completion of the graduation information packet:
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

**Residency Requirements for the PHD/HEA**

Doctor of Philosophy in Higher Education Administration students must meet the following physical residency requirements: Completion of the following residencies are mandatory:

- Five-day residency at the beginning of the program.
- Five-day residency during year three.
- If a student’s dissertation has not been completed and approved by the dean within 12 months of completing all coursework except DOC 736A, DOC 736B, DOC 736C, DOC 737, DOC 738A, DOC 738B, and DOC 738C, he or she must attend DOC 740R, a non-credit, three-day weekend residency course.
- Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students may not waive any of the following courses: COM 705, DOC 721, EDU 711 DOC 730R, DOC 710R, EXAM 799, DOC 720 Any dissertation courses (DOC 736A, B, and C; DOC 737; or DOC 738A, B, and C)
In order to waive a course in the Ph.D. program, students must have completed a previous course that meets the following criteria:

- The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The dissertation will not be waived from the degree program.

**Course Descriptions for the PHD/HEA**

**Communication Strategies**

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ................................................................. 0 credits

**Doctoral Program Orientation Seminar**

SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

EDU 711 ................................................................. 3 credits

**Core Functions of Higher Education Administration**

This course examines the major features of the three core functional areas of modern higher education. The course focuses on the administration of higher education institutions and includes the 1) student experience, including student development and learning; 2) faculty and staff issues, including RPT (retention, promotion, and tenure), faculty and staff development, curriculum, governance; and 3) infrastructure concerns, including planning, technology, and facilities.

DOC 710R ................................................................. 3 credits

**Doctoral Studies Seminar and Workshop**

As an orientation to doctoral learning, this course challenges learners to engage in a transformational learning process by positioning themselves within their cultural context, the emerging doctoral community, and the larger field of interest. Learners will develop their critical consciousness as scholars, practitioners, and leaders. Class activities will include critical reading and writing, dialogic interaction, reflexive practice, and collaborative projects. As an outcome of the course, learners will refine their disposition toward the doctoral process and develop theoretical models and practical skills to succeed in the program.

EDU 706 ................................................................. 3 credits

**Comparative Models of Higher Education**

This course will present a comparative perspective of educational systems that exist in today’s world. Introducing the relationship between culture and education, the course will present a brief historical analysis of the social, political, economic, and development antecedents to educational systems. Cross-national comparative analysis, educational borrowing and transfer, and current trends and transfer in the British, French, German, Russian, U.S., and hybrid systems that serve as the basic models for higher education throughout the world. In the culmination of this course, learners will investigate the trends in unifying systems into a global synthesis of higher education. China and Eastern philosophy.

PHL 713 ................................................................. 3 credits

**Philosophy of Education**

Why educate? This course will commence with basic questions that underlie the purposes of formal and non-formal education. Global perspectives on values, beliefs, cultural referents, and goals of education will be examined from ancient days through current theorists. The course will culminate with the student’s developing a personal philosophy of education that emerges from the study of various philosophies, both formal and non-formal.

SOC 721 ................................................................. 3 credits

**Social, Political, & Ethical Aspects of Higher Education**

Learners will undertake research into the intertwined aspects of social and political constructs as they impact ethical decision-making in higher education administration. Stakeholders, economics, political agendas, beliefs, values, cultures, and religions will be examined within a framework of ethical theories of problem-solving and resolution strategies. Students will conclude the course with a personal assessment of ethical philosophy as it applies to the realm of higher education.

EDU 724 ................................................................. 3 credits

**Student Development Theory**

This course will foster an enhanced understanding of college students through an examination of the psychosocial, cultural, cognitive-structural, identity, and typology theories related to college student development. Application and use of theory to everyday practice and a broad range of students in higher education will be discussed.
RES 714 ................................................................. 3 credits
Quantitative Methods and Statistical Analyses
This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education. Various methodologies for data collection and statistical analyses will be discussed, with an emphasis on the ways in which quantitative analyses are utilized in educational settings.
RES 715 ................................................................. 3 credits
Qualitative Methods
This course is designed to provide students with an overview of qualitative research approaches and the application to work in higher education. Various methods for data collection and analyses will be discussed including: ethnography, grounded theory, case studies, discourse analysis, and phenomenology.
ORG 722 ............................................................... 3 credits
Organizational Theory, Planning, and Change
This course examines the structure of higher education organizations and the ways in which leaders manage these organizations through change. Learners will focus on the cultural aspects of educational organizations, the ways in which organizational strategies are designed and implemented, as well as the organizational contexts that affect structure and change.
FIN 723 ................................................................. 3 credits
Higher Education Finance and Economics
This course introduces and examines the major features of the financial functions operative within various kinds of institutions of higher education. Specifically, the financial functions of the following kinds of colleges and universities will be compared and contrasted: types of degree-granting institutions; public and private, non-profit and for-profit entities; small, medium, and large entities; urban, suburban, and rural entities; and unionized and non-unionized entities. In each case, traditional income streams, non-traditional, and emerging income streams will be explored, in conjunction with traditional cost centers, non-traditional cost centers, and emerging cost centers. Traditional, new, and emerging administrative practices being utilized by financial managers to control the economic dynamics engendered by various combinations of the above variables will be discussed.
DOC 720 ................................................................. 3 credits
Proposal Seminar
This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement and purpose statement, as well as determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.
DOC 721 ................................................................. 3 credits
Prospectus and Proposal Workshop
This course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation.
LAW 731 .............................................................. 3 credits
Legal Aspects of Higher Education
This course provides an analysis of the legal issues prevalent in higher education institutions. Major topics of discussion include accreditation and regulatory issues, federal and state constituents and laws, institutional and individual legal issues, student rights, employment agreements, and the legal aspect of technology. Learners review case laws and specific pieces of education legislation to provide a basis for their legal decisions and policy making.
EDU 732 .............................................................. 3 credits
Planning, Evaluation, & Assessment in Higher Education Administration
This course will explore various concepts, theories, and methodologies underlying program planning, development, and assessment. Focusing on higher education administration, course content will address issues of purpose, goals, activities, outcomes, and evaluation in a variety of higher educational endeavors. Campus and off-campus program development, including feasibility, financial planning, staffing, and report management will provide knowledge and skills to effectively undertake campus initiatives.
DOC 730R ............................................................ 3 credits
Professional Development & Socialization in Higher Education Administration
This course explores various aspects of daily work in higher education administration with a focus on the professional development of the learner. Topics will include: Grant-writing, program proposal development, scholarship and writing for publication, identifying external funding-sources, involvement in professional associations, and updating or developing a Curriculum Vitae.
EXAM 799........................................................... 1 credit
Comprehensive Examination
The comprehensive examination is a program requirement for the Doctor of Philosophy degree from University of Phoenix. Examinations are administered online, and a successful grade must be earned for learners to attend the dissertation and elective course work and move to candidacy.
DOCT 736A ........................................................... 3 credits
Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC 737.
Dissertation II
Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner/mentor agreement serves as the catalyst for completing the study’s research, findings, recommendations, and conclusions.

DOC 737 .................................................................3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

DOC 740R .............................................................0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

RES 723 .................................................................3 credits

Advanced Statistical Research Methods and Design
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 724 .................................................................3 credits

Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

RES 725 .................................................................3 credits

Descriptive and Comparative Data Analysis
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 .................................................................3 credits

Correlational Methods of Analysis
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 ........................................................................................................3 credits

Approaches to Phenomenological Inquiry and Data Analysis
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 ........................................................................................................3 credits

Qualitative Case Study
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 ........................................................................................................3 credits

Ethnomethodology and the Study of Culture
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 ........................................................................................................3 credits

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.
RES 746 .................................................................................. 3 credits

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches — and their blending — to actually design and conduct meaningful doctoral level research.

COM 701 .................................................................................. 3 credits

Diversity and Communication
This course explores how the language of leadership can serve to include rather than exclude people. The major content areas of this course will be on race, age, disability, sexual orientation, and on being consistent in their treatment of people within a group. Upon completion of this course, learners will be able to investigate and analyze various aspects of their language for any ways that stereotypes are perpetuated or some groups of people are given less value.

EDU 701 .................................................................................. 3 credits

Academic Affairs Administration
This course introduces and examines the major functions traditionally housed in the academic wing of a given institution. Specifically, the following faculty roles and responsibilities will be addressed: those in institutional governance, those in curriculum development and design, those in curriculum delivery, those in student recruitment and retention, and those in institutional advancement. Delivery methods; relationship between curriculum and finances (subsidizing); selection, development, termination of programs; responsiveness to the marketplace; using data to make curricular decisions; Student learning outcomes (balancing with budgetary constraints); politics and curriculum.

EDU 702 .................................................................................. 3 credits

History of Education in the Americas
An in-depth analysis of the development of education in Canada, Central America, South American nations, and the United States will form the basis of this course. Topics will include indigenous educational perspectives, the development of education (K-post-secondary), major forces affecting educational development at all levels, and the political, social, economic, and cultural contexts of educational development. Public and private endeavors in education through the 20th century will be presented.

EDU 703 .................................................................................. 3 credits

Student Affairs Administration
This course will explore the history, philosophy, and purposes of student affairs administration, examining both its theoretical and practical foundations. Students will investigate issues and problems currently facing student affairs administration in the ever-changing educational climate and focus on the future of the profession.

EDU 704 .................................................................................. 3 credits

Understanding the Infrastructure of Higher Education
This course will examine the evolution of the Higher Education Academy from an organizational, political, philosophical, cultural, economic, and policy-oriented point of view. Students will become familiar with the campus culture through the evolution of various campus models that impact how departments function on-campus and work collaboratively to support the institution’s mission and educate students.

EDU 705 .................................................................................. 3 credits

The Inclusive Campus: Addressing Differing Student Needs
This course will provide an overview of the various physical, mental, social, cultural, and economic factors that contribute to the uniqueness of students with individual differing abilities as related to campus culture and climate. Drawing from current topics and research in higher education administration, the behavior of and trends related to the needs of this student population will be examined.

EDU 712 .................................................................................. 3 credits

History of Education
This course will present the learner with a comprehensive survey of the purposes and educational developments from ancient civilizations in Africa (Egypt, Babylonia, Assyria, Persia), Asia (China, Indus Valley), Greece, and Rome through the 20th century. Hindu, Jewish, Muslim, Christian, and Buddhist traditions, Zhou Dynasty, Medieval/Renaissance/Reformation, Enlightenment, Industrial, and Post-Industrial educational developments will be studied as a prelude to investigating comparative educational systems.

EDU 709 .................................................................................. 3 credits

The Community College
In this course, learners study the contexts, systems, and purposes of the community college within the higher education environment.

IND 701 .................................................................................. 3 credits

Independent Study I
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 702 .................................................................................. 3 credits

Independent Study II
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.
The content and assessment of independent study courses will be determined via a learning contract between the learner and a requested faculty member. This learning contract will be forwarded to the program’s chair for review. Independent studies can be either concept or methods-based, and regardless of content they must culminate with the development of a major project that demonstrates learning at the doctoral level. Examples of major projects include publication-quality papers, complete chapter drafts of the dissertation proposal, or other rigorous demonstrations of learning.

IND 703 ............................................................ 3 credits

Independent Study III

The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 736B .......................................................... 3 credits

Dissertation I

The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 738B .......................................................... 3 credits

Defense

In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

IND 707 ............................................................ 3 credits

Leadership, Management, and Supervision

This course investigates building teamwork and commitment, coaching and mentoring, collective bargaining and contract negotiations, and delegating. Upon completion of this course, learners will have the following competencies: the ability to plan work teams and increase the effectiveness of their work, use coaching to improve the work of the underachiever as well as continued growth of all employees, arrange and participate in collective bargaining and contract negotiations, and delegate work to subordinates.

ORG 707 ............................................................ 3 credits

Advanced Systems Thinking

With organizational change a certainty and no quick fix the problems of these organizations, this course will assist learners in dealing with uncertainty in the workplace and making decisions when neither the problems nor goals are clear. Upon completion of this course, learners will be able to think and act holistically to see connections among systems and how decisions in one area might affect the rest of the system.

DOC 736C .......................................................... 3 credits

Dissertation I

The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.

DOC 738C .......................................................... 3 credits

Defense

In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)

Doctor of Philosophy in Industrial/Organizational Psychology

The following Doctor of Philosophy in Industrial/Organizational Psychology (Ph.D./IO) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Doctor of Philosophy in Industrial/Organizational Psychology (Ph.D./IO) program will prepare graduates for careers in industrial/organizational psychological research, consulting, and instruction with emphasis on employee issues, organizational development, human resource management, and research expertise. Competence and effectiveness in any organization find their roots in the people the organization employs and develops. Under this auspice, leaders recognize the significance of critical human resource methods, such as job design and analysis, organizational culture assessments, training and development, and talent management, on the sustainability and prosperity of any organization. Thus, both strategic and tactical decision-making must be based in sound, methodologically rich data gathering and analysis, as well as robust theoretical frameworks for explaining workplace behavior. Possession of this knowledge and these skill sets place industrial/organizational psychologists in a crucial role for organizations, and as either consultants or leaders themselves, these professionals utilize data-driven inquiry and responses to improve efficacy, develop and maintain cultures of high performance, and enrich the workplace lives of employees.

The Ph.D./IO program engages learners in academic inquiry into organizations and human behavior in the world of work, with foundational coursework in the history and functions of I/O psychology as well as an intensive, rigorous research curriculum. Through these dual emphases, the program challenges learners to develop the habits of mind and critical dispositions required to produce complex, yet practical, inquiry aimed at organizational and human development. Furthermore, the program explores the ethical aspects of I/O psychology practice, ensuring that learners respect and work toward enhancing the well being of the people whom they serve.

The I/O Psychology profession is characterized by the theory/practice continuum practitioners embody in every facet of their work, perhaps more so than most organizational workers. As such, the Ph.D./IO degree is consistent with the University's mission to educate students to achieve their professional goals, improve the productivity of educational organizations, and to improve the quality of their communities as well as the community of scholarship on industrial/organizational psychology.

Mission Statement

The mission of the I/O program is to develop leaders who positively influence the effectiveness of industrial/organizational settings through application of theory, research, assessment, evaluation, and intervention.
Goals and Competencies
The goals of the Ph.D. in Industrial/Organizational Psychology program are to:
- Cultivate interdisciplinary and adaptable inquiry methods and attitudes through a program of foundational industrial/organizational psychology as well as analyses of emergent trends and concepts in organizational study
- Prepare researchers who contribute substantively to the industrial/organizational psychology body of knowledge and who effect organizational development
- Encourage lifelong learning and leadership within the field of Industrial/Organizational Psychology through reflexive, transformational learning principles and practices
- Assist learners in forming sound ethical frameworks for organizational research and practice
Throughout the program, learners will evidence the following competencies to meet these goals:
- Apply and communicate psychological knowledge and research methods within industrial/organizational settings
- Apply critical thinking skills and assessment to theory, research, and practice
- Evaluate the relationship between social influences and human behaviors
- Integrate ethical concepts into the study of industrial/organizational psychology
- Contribute to the body of knowledge in industrial/organizational psychology

Program Structure
The Ph.D./Industrial Organizational Psychology (I/O Psych) program has a 98-credit requirement that involves an in-route master's, a master's project, residency, online modalities of instruction, and a Comprehensive Exam. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 10 days in residency during the program. Five days of residency begin the doctoral portion, and a 5-day session follows after immersion in the doctoral courses. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the final residency, learners will apply their knowledge in a collaborative way to learn the process of consulting within the field of I/O. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ph.D./I/O Psych degree is the successful completion and oral defense of a significant, substantive, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinial and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program's curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research methodology for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this 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/phd-io.

PHD/I/O Required Course of Study
Courses requiring prerequisites are identified by a ~ symbol following the course number.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>PSYCH 700</td>
<td>Introduction to I/O</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 701</td>
<td>~ Approaches to Research: Quantitative/Qualitative I</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 702</td>
<td>~ Approaches to Research: Quantitative/Qualitative II</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 703</td>
<td>~ Personality Theories</td>
<td>3 credits</td>
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<td>PSYCH 704</td>
<td>~ Current and Future Topics</td>
<td>3 credits</td>
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<td>PSYCH 705</td>
<td>~ Personnel Psychology</td>
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<td>PSYCH 706</td>
<td>~ Testing and Measurement</td>
<td>3 credits</td>
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<td>PSYCH 707</td>
<td>~ Organization Theory and Design</td>
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<td>PSYCH 708</td>
<td>~ Leadership Theory and Management Theory</td>
<td>3 credits</td>
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<td>PSYCH 709</td>
<td>~ Work Motivation and Job Attitudes</td>
<td>3 credits</td>
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<tr>
<td>PSYCH 710</td>
<td>~ Ethical, Legal, and Professional Contexts of I-O Psychology</td>
<td>1 credit</td>
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<td>PSYCH 711</td>
<td>~ Master's Project</td>
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<td>PSYCH 720R</td>
<td>~ Dissertations Process</td>
<td>3 credits</td>
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<td>RES 750</td>
<td>~ Approaches to Research: Quantitative/Qualitative I</td>
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<td>RES 751</td>
<td>~ Approaches to Research: Quantitative/Qualitative II</td>
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<tr>
<td>RES 752</td>
<td>~ Research Constructs and Design</td>
<td>3 credits</td>
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<td>PSYCH 740 ~ Judgment and Decision Making</td>
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<td>PSYCH 750 ~ Consulting and Business Skills</td>
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<td>RES 760 ~ Measurement of Constructs</td>
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<td>PSYCH 760R ~ Consulting Processes in I/O</td>
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<td>PSYCH 770 ~ Attitude Theory Measurement and Change</td>
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<tr>
<td>Annual Residency Renewal (as required)</td>
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**Additional Admission Requirements for the PHD/IO**

- A bachelor’s degree with a cumulative total of nine credit hours in any of the following disciplines statistics, social science, and/or psychology. Credits must be from a regionally approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or equivalent bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- A cumulative grade point average (GPA) of 3.0 posted on the bachelor’s degree, or one of the following:
  - 3.5 for the last two academic years of coursework posted on the official bachelor’s transcript
  - a cumulative GPA of 3.0 posted on a master’s transcript
  - a cumulative GPA of 3.0 posted on a doctoral transcript

- A minimum score of at least 150 for verbal, 149 for quantitative sections and a 4.25 on the analytical section of the GRE is required for admission.

**Academic Progression Requirements for the PHD/IO**

Doctor of Philosophy in Industrial/Organizational Psychology students are subject to the following academic progression requirements:

- All students must earn a course grade of “B-” or better or they must repeat the course. Each course may be repeated only once. After four course repetitions, approval from the Doctoral Program Chair is required to continue in the program.

- Students cannot be taken as directed studies without permission obtained via SAC appeal.

- Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.

- Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of “B” in each course.

- Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.

- Satisfactory completion of PSYCH 710 and its prerequisite course of study is required for enrollment in PSYCH 720R.

- Students must have their dissertation proposals approved by their dissertation committee members, the School’s Review Board, and the Institutional Review Board as a completion requirement for DOC 736A, DOC 736B, and/or DOC 736C. DOC 736B and DOC 736C have been provided as optional courses to give learners additional time with the mentor to meet course and program requirements. Dissertation I: Students may not enroll in DOC 737 without an approved proposal.

- Proposals may not be submitted for approval until after successful completion of PSYCH 760R. Students may be required to complete DOC 736C and DOC 738C until all approvals have been received by the committee members, the School’s Quality Review, and the Institutional Review Board.

- Students may not begin data collection until dissertation committee members, the School’s Review Board, and the Institutional Review Board have approved the proposal.
Students must have their dissertation approved by their dissertation committee members and the Dean to complete DOC 738A, DOC 738B, or DOC 738C. DOC 738B and DOC 738C have been provided as optional courses to give learners additional time with the mentor to meet course and program requirements.

- Learners who so choose may repeat DOC 740R.
- Learners must have one dissertation committee member who has earned a doctoral degree from an accredited institution in the discipline of the degree.

Master Degree Requirements for the PHD/IO

As a matriculation benchmark of the PHD/IO program, students will be awarded a Master of Science in Industrial/Organizational Psychology degree by meeting the following requirements:

- A minimum of 49 doctorate credits in the Required Program Category Preferred Sequence.
- Enroll in PSYCH 710 (Master’s Project) within 3 years of completing the first course (PSYCH 700).
- Satisfactory completion of PSYCH 710 (Master’s Project) and its prerequisite course of study.
- A minimum grade point average (GPA) of 3.0.
- Completion of the graduation information packet.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

Doctor Degree Requirements for the PHD/IO

The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

- A minimum of 98 doctorate credits in the Required Program Category Preferred Sequence.
- A minimum grade point average (GPA) of 3.0.
- Successful completion of all residencies is required.
- Written endorsement by dissertation committee members, the School’s Review Board, and the Institutional Review Board is required for the dissertation proposal to be approved.
- Successful oral defense and approval of the final dissertation by the dean is required.
- Completion of the graduation information packet.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

Independent Study Requirements for the PHD/IO

- Students must submit a request for enrollment in an independent study course (PSYCH 790) to the Dean of the School of Advanced Studies or the Doctoral Program Chair for approval. Students may not enroll in an independent study course until approval is granted by the Dean or Doctoral Program Chair.
- Within the first week of any independent study, the faculty and student(s) must design, complete, and submit a learning contract and course syllabus to the Program Chair presiding over the Ph.D. program.
- All independent studies must culminate in a substantive project completed by the student(s). The aims and expected outcomes of this project must be clearly illustrated in the learning contract and syllabus. Examples of acceptable projects include publication-quality papers and draft chapters of the dissertation proposal.

Residency Requirements for the PHD/IO

Doctor of Philosophy in Industrial/Organizational Psychology students must meet the following physical residency requirements:

- Five-day residency anytime after PSYCH 700.
- Five-day residency anytime after RES 760.
- If a student’s dissertation has not been completed and approved by the dean within 12 months of completing all coursework except DOC 736A, DOC 736B, DOC 736C, DOC 737, DOC 738A, DOC 738B, and DOC 738C, he or she must attend DOC 740R, a non-credit, three-day weekend residency course.
- Students in this program may waive the following courses using master’s level coursework (500 or 600-level): PSYCH 701, PSYCH 702, PSYCH 703, ORG 730, ORG 714, and PSYCH 707.
- While the University maintains that the majority of coursework in the major course of study must be completed through the University in order to meet overall residency requirements, a certain number of credits may be waived in order to avoid duplication.
- The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
- 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.
- Doctoral-level courses cannot be waived.
Course Descriptions for the PHD/IO

PSYCH 700 ................................................................. 3 credits

Introduction to I/O
This survey course introduces the domains of the I/O program. The topics include an overview of the four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance within the I/O field of study. Furthermore, the learner will gain a firm understanding of the evolution of the I/O field of study from the foundations of the field to the present day, the various ways that I/O psychologists contribute to organizations, broader scientific community, and the main ethical issues likely to be encountered in the field. The survey course covers a wide variety of topics, ranging from employee selection to organizational development, with the goal of exposing students to the main issues influenced by I/O psychologists.

PSYCH 701 ................................................................. 3 credits

History and Systems of Psychology
In this course learners examine the history of and different systems in psychology, the development of the discipline of psychology, and key factors that guided its evolution into present form. Different aspects of natural science, including rational and paradigmatic approaches, and how these aspects relate to social science are also examined.

PSYCH 702 ................................................................. 3 credits

Social Psychology
This course covers the basic theoretical foundations and recurrent themes in social psychology (including attitudes, stereotyping, conformity, power, aggression, pro-social behavior, the social self, emotions, group dynamics, and inter-group relations). The emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.

PSYCH 703 ................................................................. 3 credits

Personality Theories
This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and humanistic theories. Emphasis is on the importance of learners recognizing belief systems and underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives and to recognize strategies and approaches in psychology that reflect identified personality theories as foundation.

ORG 714 ................................................................. 3 credits

Organizational Theory and Design
The history of organizational theory and design, and the three primary theories used to study organizations - classical, neoclassical, and systems theory - and the application of each theory to modern organizations are examined. Additionally, this course focuses on design issues, including organizational, departmental, and job considerations. Finally, the course examines pressing issues for current organizations, including culture, innovation, and learning.

PSYCH 704 ................................................................. 3 credits

Current and Future Topics
Learners explore current issues facing the I/O professional, such as stress and conflict in the workplace, the impact of technology on employee morale, changing dynamics of the employee, and socioeconomic factors within the globalized work environment. Additional topics will be added based on the current focus of the literature.

RES 731 ................................................................. 3 credits

Research Methods and Statistics in I/O (I)
This course provides learners with a foundation in the design of psychological research. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 732 ................................................................. 3 credits

Research Methods and Statistics in I/O (II)
This course builds on the material covered in Research Methods and Statistics I by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods.

RES 733 ................................................................. 3 credits

Criterion Development, Performance evaluation, and Appraisal
This course focuses on key issues related to the development of measurement criterion in organizations. Theoretical and practical issues related to performance evaluation and appraisal are also discussed.

PSYCH 705 ................................................................. 3 credits

Personnel Psychology
Learners gain an appreciation for the processes I/O psychologists use to recruit, select, place, and develop employees/managers/executives, including discussions about tests, assessment centers, and interviews. Furthermore, the course examines the role of the I/O psychologist in awareness, preparedness, and response to behavioral problems or issues in the workplace.

RES 741 ................................................................. 3 credits

Testing and Measurement
A comprehensive examination of the psychometric procedures used to develop and validate educational and psychological instruments is the focus of this course. Building upon Research Methods and Statistics I, this course will discuss norms, standardized samples, reliability, validity, proper interpretation of test scores, and the steps in test development. Descriptive statistical procedures are briefly reviewed to facilitate the understanding of the quantitative aspects of psychological measurement. Professional standards for testing are reviewed at all phases of the course.

PSYCH 706 ................................................................. 3 credits

Human Performance, Assessment, and Feedback
In this course learners are familiarized with basic models of learning, as well as the different approaches to training, design, delivery, and measurement, that are necessary for organizational development programs. A key emphasis of the class concerns designing essential and effective training objectives that are aligned with an organization's mission.
Leadership Theory and Management Theory

This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

PSYCH 707 ............................................................... 3 credits

Work Motivation and Job attitudes

This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.

PSYCH 709 ............................................................... 3 credits

Ethical, Legal, and Professional Contexts of I-O Psychology

Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710 ............................................................... 1 credit

Master's Project

The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.

PSYCH 720R ............................................................ 3 credits

Dissertation Process

Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.

RES 750 ............................................................... 3 credits

Approaches to Research: Quantitative/Qualitative I

This course surveys a broad range of quantitative and qualitative research methodologies to prepare learners to apply them to a variety of research questions. Topics include development of problem statements, purpose statements, research questions, and hypotheses; conducting a literature review (with an emphasis on reading and evaluating existing research) and ensuring originality of the contribution; and creating an initial research proposal for each of the three research topics identified during PSY/720R.

RES 751 ............................................................... 3 credits

Approaches to Research: Quantitative/Qualitative II

Learners evaluate the three research topics developed into draft concept papers during RES 750, determine which topics are the most effective and feasible to study, and continue refining two of the selected topics while learning about advanced qualitative and quantitative issues (e.g., phenomenology, grounded theory, critical theory, etc.).

RES 752 ............................................................... 3 credits

Research Constructs and Design

This course requires students to synthesize the cumulative knowledge gained from the previous research courses to finalize and submit their dissertation concept paper for final review and evaluation. Students select one of two previously drafted concept papers and expand the concept paper to include clear justification of the chosen research method and design; a description of the study population and sample, including the sampling strategy; the methodological approach for collecting and analyzing data; and a brief review of relevant scholarship, including the theoretical or conceptual framework for the study.

PSYCH 740 ............................................................... 3 credits

Judgment and Decision Making

Learners will develop knowledge about decision theory, judgment, and problem-solving research related to areas such as vigilance behavior, employee selection, choice behavior, and human performance in complex environments. This course examines Brunswik's lens model, Bayesian inference, subjective expected utility, prospect theory, and the cognitive information-processing paradigm.

PSYCH 750 ............................................................... 3 credits

Consulting and Business Skills

This course focuses on developing business presentation, including the development and presentation of information to a business audience that clearly articulates key messages in terms the audience can understand; skills in presenting and responding to questions; and the ability to deliver ideas, proposals, and requests in a fashion that leads to their acceptance and organizational movement in desired directions.

RES 760 ............................................................... 3 credits

Measurement of Constructs

The purpose of this course is to guide learners in the integration of information learned in previous courses (i.e., residency, research courses, testing and measurement) that relates to measurement and dissertation issues and apply the information to the initial working draft of the dissertation (developed in Research Constructs and Design). The final outcome of this course will be used as an initial draft of the introduction and literature review of the dissertation.
PSYCH 760R ................................................................. 3 credits
Consulting Processes in I/O
The purpose of this residency is for learners to build competencies related to consulting as an internal and external I/O professional.
RES 765 ................................................................. 3 credits

Multivariate Statistics
This course focuses on statistical approaches that simultaneously examine multiple variables. Learners will explore the assumptions, limitations, advantages, and applications of each approach. The approaches will include regression, discriminant function and analysis, multidimensional scaling, MANOVA, factor analysis, and structural equation modeling.
PSYCH 770 ................................................................. 3 credits

Attitude Theory Measurement and Change
Learners will gain an understanding of attitudes, opinions, and beliefs in relation to behavioral intentions and behaviors of individuals in the workplace. Areas include job satisfaction (general and various facets), job involvement, organizational commitment, and perceptions of fairness.
RES 770 ................................................................. 3 credits

Psychometrics
Learners will be exposed to theoretical and applied research issues for three areas of psychometrics: classical test theory, generalizability theory, and item response theory. These three theories will be examined based on I/O topics of interest to the students, such as leadership, individual differences, selection, and teamwork.
PSYCH 799 ................................................................. 1 credit

Comprehensive Examination
The purpose of this exam is for learners to demonstrate that they have acquired the requisite competencies to generate research at the doctoral level by successfully completing two comprehensive papers based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application.
DOC 735 ................................................................. 3 credits

Research Proposal
Learners will discuss issues related to ethical research, complete human subjects research training, and complete a draft of the dissertation proposal.
DOC 736A ................................................................. 3 credits

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method and an Institutional Review Board (IRB) review. Quality Review of the research method and IRB approval must be received to progress to DOC 737
DOC 737 ................................................................. 3 credits

Dissertation II
Learners enroll in this mentor-guided course while collecting and analyzing data for their dissertation. Learners are expected to finalize their dissertation with their committee during this course. In this course learner / mentor agreement serves as the catalyst for completing the study’s research, findings, recommendations, and conclusions.
DOC 738A ................................................................. 3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)
DOC 740R ................................................................. 0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.
DOC 736B ................................................................. 3 credits

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.
DOC 736C ................................................................. 3 credits

Dissertation I
The purpose of this class is for the learner and dissertation chair to work together, with the dissertation committee to finalize and submit the dissertation proposal for a Quality Review of the research method. Quality Review of the research method approval must be received to progress to DOC 737.
DOC 738B ................................................................. 3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)
DOC 738C ................................................................. 3 credits

Defense
In this course, learners, with the guidance of their mentor, will complete the formal oral defense of the dissertation and prepare and submit the study for university approval. (B and C are if necessary)
Doctor of Philosophy in Nursing

The following Doctor of Philosophy in Nursing (Ph.D/NUR) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

This program seeks to improve the delivery of quality health care by developing leaders as researchers, educators, and administrators within diverse global systems. Throughout the program, learners explore nursing through various lenses, with emphases on the ethical responsibilities in the field for developing strong communities and a knowledge-oriented workforce, and the role that collaboration and dialogue play in producing meaningful scholarship and effective leadership practice.

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/phd-nur.

PHD/NUR Required Course of Study

Courses requiring prerequisites are identified by a ~ symbol following the course number. All general academic policies of University of Phoenix are applicable.

- COM 705 ~ Communication Strategies .................................................................................. 1 credit
- SEM 700R ~ Doctoral Program Orientation Seminar ................................................................. 0 credits
- NUR 700 ~ Professional Nursing Leadership ............................................................................ 3 credits
- DOC 710R ~ Doctoral Studies Seminar and Workshop ............................................................. 3 credits
- NUR 701 ~ Philosophy of Nursing Science .................................................................................. 3 credits
- NSE 721 ~ Theories of Nursing Education .................................................................................. 3 credits
- NUR 702 ~ Theory Construction and Concept Analysis ............................................................ 3 credits
- DHA 724 ~ Globalization of Health Care ..................................................................................... 3 credits
- RES 714 ~ Quantitative Methods and Statistical Analyses ......................................................... 3 credits
- RES 715 ~ Qualitative Methods .................................................................................................. 3 credits
- NUR 703 ~ Theoretical Applications in Evidence-Based Practice .......................................... 3 credits
- DHA 712 ~ Risk Management in Complex Organizations ......................................................... 3 credits
- DOC 720 ~ Proposal Seminar ................................................................................................... 3 credits

DOC 721 ~ Prospectus and Proposal Workshop ........................................................................... 3 credits
- NSE 722 ~ Instructional Design and Curriculum Development .................................................. 3 credits
- RES 713 ~ Statistics ..................................................................................................................... 3 credits
- DOC 730R ~ Professional Development and Socialization ....................................................... 3 credits
- NSE 723 ~ Measurement and Evaluation .................................................................................... 3 credits
- DHA 732 ~ Evaluation of Health Care Programs ..................................................................... 3 credits
- EXAM 799 ~ Comprehensive Examination .............................................................................. 1 credit
- DOC 736A ~ Dissertation I ......................................................................................................... 3 credits
- DOC 737 ~ Dissertation II .......................................................................................................... 3 credits
- DOC 738A ~ Defense ................................................................................................................ 3 credits
- DOC 740R ~ Annual Renewal Residency ................................................................................. 0 credits

Additional Admission Requirements for the PHD/NUR

All applicants to this program must meet the following admission requirements:

- A master’s degree in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
• A minimum of three years of full-time, post high school work experience within the past ten years, of which one (1) year must be RN experience, and the remaining two (2) years can be fulfilled with health care experience.

• Current employment in a nursing or health care role or access to an appropriate health care organization environment in which to complete the work related course assignments.

• Applicants must reside in the continental United States or in one of the US Territories with documentation of a valid, unrestricted, unencumbered RN license. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  • Guam
  • American Samoa
  • Northern Mariana Islands
  • US Virgin Islands

• Applicants residing outside of the United States, or approved US Territories and applicants residing in the Commonwealth of Puerto Rico must meet the following requirements:
  • All Canadian students must complete the Canadian License Verification Form and submit documentation of a valid, unrestricted, unencumbered RN license.
  • All students, with the exception of students residing in Canada, will be required to validate their International Nursing License equivalency by CGFNS (Commission on Graduates of Foreign Nursing Schools) or ICD (International Consultants of Delaware) for RN equivalency.

**Academic Progression Requirements for the PHD/NUR**

Ph.D. in Nursing students are subject to the following academic progression requirements:

**Students must earn a grade of “B” or better in COM 705 Communication Strategies. Students who earn less than a “B” will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.**

All students must successfully complete each course (except COM 705 and EXAM 799) with a "B-" or better grade before proceeding to any subsequent online, residency, or directed study course.

Students who miss or must withdraw from a course may complete the course via directed study, if available. All maximum enrollment policies apply. This option will only be available three times (9 credits) and applies only to online courses. However, some courses may not be suitable or available for directed study, and all directed studies must have the approval of the Doctoral Program Chair.

Any student who does not maintain a minimum GPA of 3.0 will be put on academic probation.

Academic probation will last for four consecutive courses during which time students must (1) raise their GPA to a minimum of 3.0 and (2) earn at least a grade of ‘B’ in each course.

Students will be allowed to have only one incomplete grade on their records at a time. Students will have up to 5 weeks to complete a course once an incomplete has been issued.

Students must have their dissertation proposals approved by their dissertation committee members, the School’s Review Board, and the Institutional Review Board as a completion requirement for DOC 736A, DOC 736B, and/or DOC 736C. DOC 736B and DOC 736C have been provided as optional courses to give learners additional time with mentor to meet course and program requirements. Dissertation I. Students may not enroll in DOC 737 without an approved proposal.

Proposals may not be submitted for approval until after successful completion of EXAM 799. Students may be required to complete DOC 736C and DOC 738C until all approvals have been received by the committee members, the School’s Quality Review, and the Institutional Review Board.

Students must have their dissertation approved by their dissertation committee members and the Dean to complete DOC 738A, DOC 738B, or DOC 738C. DOC 738B and DOC 738C have been provided as optional courses to give learners additional time with the mentor to meet course and program requirements.

Dissertation defenses must take place in DOC 738A, B, or C.

Students may not be enrolled in more than one course at a time.

Students may enroll in DOC 740R concurrently with any of the dissertation courses.

Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once learners have completed DOC 740R, it does not need to be repeated unless the learner chooses to take it again.

Learners who so choose may repeat DOC 740R.

Learners must have one dissertation committee member, serving as committee chair (mentor), who has earned a Ph.D. in Nursing from an accredited institution.

**Degree Requirements for the PHD/NUR**

Ph.D. in Nursing students must meet the following degree requirements:

• A minimum of 62 doctorate credits in the Required Program Category Preferred Sequence.

• Up to 74 if additional (optional) dissertation courses taken

• A minimum grade point average (GPA) of 3.0.

• Successful completion of all residencies is required.

• Written approval by dissertation committee members, the School’s Review Board, and the Institutional Review Board is required for the dissertation proposal.

• Successful oral defense and approval of the final dissertation by the dean is required.

• Completion of the graduation information packet.
• The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

• Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

• Successful completion of the comprehensive examination is required. Should a student fail to complete the examination at the requisite level of performance (a grade of B or better), he or she will be allowed to repeat EXAM 799 once. If a student fails to earn a B on the second attempt, he or she will be dismissed from the program.

Residency Requirements for the PHD/NUR

PhD in Nursing students must meet the following physical residency requirements:

Completion of the following residencies are mandatory:

• Five-day residency at the beginning of the program.

• Five-day residency at the beginning of year three.

• If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except the dissertation courses (DOC 736A, B, and C; DOC 737; and DOC 738A, B, and C).

• Students in the Doctor of Philosophy in Nursing program may waive a maximum of 12 credits through transfer for online courses only.

• Students may not waive any of the following courses: COM 705, DOC 720, DOC 721, EXAM 799. Any dissertation courses (DOC 736A, B, and C; DOC 737; or DOC 738A, B, and C).

In order to waive a course in the Doctor of Philosophy in Nursing program, students must have completed a previous course that meets the following criteria:

• The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.

• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content; equal in credits to the University course it is replacing and must be a doctoral-level course.

The dissertation and comprehensive exam will not be waived from the degree program.

Course Descriptions for the PHD/NUR

COM 705 .......................................................................................... 1 credit

Communication Strategies

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R .................................................................................... 0 credits

Professional Nursing Leadership

This course surveys theories, skills, risks, and rewards related to professional nursing leadership and innovation. This course also examines the dynamics of change and how it influences strategic planning.

DOC 710R .................................................................................... 3 credits

Doctoral Program Orientation Seminar

SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

NUR 700 .................................................................................... 3 credits

Philosophy of Nursing Science

This course examines the philosophical underpinnings associated with the science of nursing. The learner will critique philosophical views of science that have influenced the process of knowledge development and discovery.

NSE 721 .................................................................................... 3 credits

Theories of Nursing Education

This course examines historical and current theories as a basis for the nursing education curriculum. With a foundation based in major theorists and tenets of the theories, learners analyze select curricula for evidence of the various theories, investigate Implications of the theories applied to nursing education and interpret the interaction of the theories with current and evolving public policy.
NUR 702 .................................................................3 credits

**Theory Construction and Concept Analysis**

Learners will identify phenomena of interest, conduct a concept analysis, and develop components of a theoretical framework.

DHA 724 .................................................................3 credits

**Globalization of Health Care**

This course focuses on global health care systems with the objective of improving U.S. health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.

RES 714 .................................................................3 credits

**Quantitative Methods and Statistical Analyses**

This course is designed to provide students with an overview of quantitative research approaches and their application to decision making in higher education. Various methodologies for data collection and statistical analyses will be discussed, with an emphasis on the ways in which quantitative analyses are utilized in educational settings.

RES 715 .................................................................3 credits

**Qualitative Methods**

This course is designed to provide students with an overview of qualitative research approaches and the application to work in higher education. Various methods for data collection and analyses will be discussed including: ethnography, grounded theory, case studies, discourse analysis, and phenomenology.

NUR 703 .................................................................3 credits

**Theoretical Applications in Evidence-Based Practice**

This course addresses decision-making processes using evidence-based data. This course examines midrange theories with application of theoretical frameworks to practice. Learners will demonstrate acquired competencies to generate research at the doctoral level by successfully completing a comprehensive paper based on the following four areas: 1) theory, 2) integration, 3) reflection, and 4) application.

DHA 712 .................................................................3 credits

**Risk Management in Complex Organizations**

Managing risk in an organization requires demonstration of an understanding of legal, licensure, certification, and accreditation dynamics, as well as litigation management within the context of corporate compliance. The student will apply concepts from labor law, risk financing, contract law, partnership agreements, and professional credentialing. Discussion will also include human subjects research, data security, and biotechnology.

DOC 720 .................................................................3 credits

**Proposal Seminar**

This course will assist learners in determining their dissertation topic. Learners will work on their own dissertation prospectus/proposal as well as discuss the work of the other learners in the class. Upon completion of this course, learners will develop their problem statement and purpose statement, as well as determine the most effective research tradition to use for their dissertation. At the end of this course, learners will have incorporated this information to form the first chapter of their dissertation proposal.

DOC 721 .................................................................3 credits

**Prospectus and Proposal Workshop**

This course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation.

NSE 722 .................................................................3 credits

**Instructional Design and Curriculum Development**

This course analyzes the models and processes of instruction in nursing education programs. Effective instructional models explore the relationship of theories, standards, teaching strategies and learner outcomes. The importance of curriculum design, delivery, and evaluation are related to program outcomes. Instructional models for diverse populations, improvement of programs, and staff development are special foci. Learners synthesize systemic teaching-learning models that include schedule, structure, stakeholder involvement, and curriculum outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner’s development approach.

RES 713 .................................................................3 credits

**Statistics**

This course provides learners with a foundation in the design of statistical research. This course builds on the material covered in Quantitative Methods and Statistical Analysis by elaborating on the various statistical techniques used in the analysis of data generated by empirical research. The course includes both descriptive and inferential statistical methods and spans parametric and non-parametric statistical methods including multi-variant research designs.

DOC 730R ...............................................................3 credits

**Professional Development & Socialization in Higher Education Administration**

This course explores various aspects of daily work in higher education administration with a focus on the professional development of the learner. Topics will include: Grant-writing, program proposal development, scholarship and writing for publication, identifying external funding-sources, involvement in professional associations, and updating or developing a Curriculum Vitae.

NSE 723 .................................................................3 credits

**Measurement and Evaluation**

This course explores program measurement and evaluation models and methods utilized in nursing education and learning organizations. Both formative and summative methods are discussed along with a debate of the merits and faults that apply to each evaluation method. Accreditation issues for nursing programs are a key topic. The influence of leadership style on program evaluation methods is examined. Assumptions of program evaluation and factors affecting reliability and validity are key topics presented and are integral to the measurement and evaluation processes.
DHA 732 .................................................................................. 3 credits
Evaluation of Health Care Programs
This course prepares the contemporary health administrator to uti-
lize research methodologies in making decisions regarding the cost
effectiveness of specific health programs. Case studies will be used
that incorporate disease-specific programs, community-wide
health interventions, and population specific care management
programs across a variety of health settings.

EXAM 799 .................................................................................. 1 credit
Comprehensive Examination
The comprehensive examination is a program requirement for the
Doctor of Philosophy degree from University of Phoenix. Examina-
tions are administered online, and a successful grade must be
earned for learners to attend the dissertation and elective course
work and move to candidacy.

DOC 736A ............................................................................... 3 credits
Dissertation I
The purpose of this class is for the learner and dissertation chair to
work together, with the dissertation committee to finalize and sub-
mit the dissertation proposal for a Quality Review of the research
method and an Institutional Review Board (IRB) review. Quality
Review of the research method and IRB approval must be received
to progress to DOC 737.

DOC 737 .................................................................................. 3 credits
Dissertation II
Learners enroll in this mentor-guided course while collecting and
analyzing data for their dissertation. Learners are expected to final-
ize their dissertation with their committee during this course. In
this course learner/mentor agreement serves as the catalyst for
completing the study’s research, findings, recommendations, and
conclusions.

DOC 738A ............................................................................... 3 credits
Defense
In this course, learners, with the guidance of their mentor, will
complete the formal oral defense of the dissertation and prepare
and submit the study for university approval. (B and C are if neces-
sary)

DOC 740R .................................................................................. 0 credit
Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a
learner has not completed the dissertation within 12 months of
completing all courses, excluding DOC/728. This residency session
is designed to allow for concentrated time between the learner and
a faculty member, focusing on dissertation completion. This annual
renewal residency is required for every full year a learner remains
in “all but dissertation” status.

DOC 736B ............................................................................... 3 credits
Dissertation I
The purpose of this class is for the learner and dissertation chair to
work together, with the dissertation committee to finalize and submit
the dissertation proposal for a Quality Review of the research
method. Quality Review of the research method approval must be
received to progress to DOC 737.

DOC 736C ............................................................................... 3 credits
Dissertation I
The purpose of this class is for the learner and dissertation chair to
work together, with the dissertation committee to finalize and submit
the dissertation proposal for a Quality Review of the research
method. Quality Review of the research method approval must be
received to progress to DOC 737.

DOC 738B ............................................................................... 3 credits
Defense
In this course, learners, with the guidance of their mentor, will
complete the formal oral defense of the dissertation and prepare
and submit the study for university approval. (B and C are if neces-
sary)

DOC 738C ............................................................................... 3 credits
Defense
In this course, learners, with the guidance of their mentor, will
complete the formal oral defense of the dissertation and prepare
and submit the study for university approval. (B and C are if neces-
sary)
Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology

The following Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology (DM/IST) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology (DM/IST) is to enable professionals from any industry to understand and evaluate the scope and impact of information systems and technology (IST) from organizational, industry-wide, and global perspectives. The DM/IST curriculum lays a foundation of knowledge in critical thinking, leadership, and the application of IST content areas. Learners integrate this knowledge with their professional experiences and doctoral-level research to create innovative, positive, and practical contributions to the body of IST knowledge. Graduates will be able to influence their organization and environment positively with transformational IST leadership practices.

This doctoral program in IST management incorporates coursework in fundamental management, organizational, and leadership concepts to engender the development of IST leadership perspectives. As such, learners with a professional leadership background in any discipline will be able to add their unique perspective to the study of the context, breadth, and processes of IST management.

Program Goals

Upon completion of all program requirements of the Doctorate in Management in Organizational Leadership with a specialization in Information Systems degree, learners will be able to:

• Conduct research as a foundation for executive action.
• Demonstrate innovation and creativity in developing new IT models to explain, forecast, support, and improve the strategic, tactical, and operational performance of organizations.
• Integrate and align IT initiatives with organizational strategy.
• Lead the IT decision-making process toward positive outcomes.
• Provide leadership to improve the overall performance of the organization in its industry, community, and global environment.

Program Structure

The DM/IST program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required coursework.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the Third Year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DM/IST degree is the successful completion and oral defense of a significant, substantial, and independently completed Doctoral Dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues. Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this 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/dm-ist.

DM/IST Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Doctoral Foundations, 4 total credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 705</td>
<td>1 credit</td>
</tr>
<tr>
<td>Communication Strategies</td>
<td></td>
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<tr>
<td>SEM 700R  ~</td>
<td>0 credits</td>
</tr>
<tr>
<td>Doctoral Program Orientation Seminar</td>
<td></td>
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<tr>
<td>LDR 711A  ~</td>
<td>3 credits</td>
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</tbody>
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Leadership Theory and Practice
Foundations of Informational Systems in Management and Organizational Leadership, 12 total credits
IST 710 ~ ................................................................. 3 credits
Foundations of Information Systems Management
PHL 717 ~ ................................................................. 3 credits
Constructing Meaning
ORG 716 ~ ................................................................. 3 credits
Organizational Theory and Design
MGT 716 ~ ................................................................. 3 credits
Management Philosophies

Research Foundations, 6 total credits
RES 711 ~ ................................................................. 3 credits
Fundamental Principles of Sound Research
RES 722A ~ ................................................................. 3 credits
Research Design

Advanced Research Design, 3 total credits
RES 723 ~ ................................................................. 3 credits
Advanced Statistical Research Methods and Design
RES 724 ~ ................................................................. 3 credits
Qualitative Methods and Design

Information Systems Across Organizations, 12 total credits
IST 721 ~ ................................................................. 3 credits
Knowledge Worker Information Systems
IST 722 ~ ................................................................. 3 credits
Information Technology for Teams
IST 723 ~ ................................................................. 3 credits
Departmental Information Systems
IST 724 ~ ................................................................. 3 credits
Organizational Information Systems Management

Doctoral Residencies, 10 total credits
PHL 700R ~ ................................................................. 3 credits
Creative and Critical Thinking
DOC 721R ~ ............................................................... 2 credits
Doctoral Seminar I
DOC 731R ~ ............................................................... 3 credits
Collaborative Case Study
DOC 732R ~ ............................................................... 2 credits
Doctoral Seminar II
DOC 740R ................................................................. 0 credits
Annual Renewal Residency

Advanced Inquiry in Information Systems and Technology, 9 total credits
IST 731 ~ ................................................................. 3 credits
Partnership and Industry Information Systems
IST 732 ~ ................................................................. 3 credits
Global Information Systems Management
IST 733 ~ ................................................................. 3 credits
Information Systems Management Architecture

Advanced Research Analysis, 3 total credits
RES 725 ~ ................................................................. 3 credits
Descriptive and Comparative Data Analysis
RES 726 ~ ................................................................. 3 credits
Correlational Methods of Analysis
RES 727 ~ ................................................................. 3 credits
Approaches to Phenomenological Inquiry and Data Analysis
RES 728 ~ ................................................................. 3 credits
Qualitative Case Study
RES 729 ~ ................................................................. 3 credits
Ethnomethodology and the Study of Culture
RES 745 ~ ................................................................. 3 credits
Grounded Theory Methods
RES 746 ~ ................................................................. 3 credits
Mixed Methods

Dissertation, 9 total credits
DOC 722 ~ ................................................................. 3 credits
Doctoral Seminar II
DOC 733 ~ ................................................................. 3 credits
Doctoral Dissertation
DOC 734 ~ ................................................................. 3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733A and B~................................................................. 3 credits
Doctoral Dissertation
DOC 734A and B~................................................................. 3 credits
Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.
Additional Admission Requirements for the DM/IST
All applicants are expected to meet the following admissions requirements:
• A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
• Official transcripts listing a minimum of three (3) college credits in research methods, statistics or scientific reasoning with a grade of “C” or better.
• Current or a record of past employment in leadership of people or processes is required for admission.
• Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Academic Progression Requirements for the DM/IST
Students are subject to the following academic progression requirements:
• Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
• Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
• Students may have only one incomplete grade on their records at a time.
• Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
• Successful completion of DOC 731R which serves as a qualifying examination course in the program.
• Quality review of dissertation proposal to advance beyond DOC 732R.
• Committee literature review prior to enrollment in DOC 734.
• Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
• Quality final Institutional review of dissertation during DOC 734.
• Editorial Review after DOC 734 and prior to graduation.
• Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
• Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Scholastic Disqualification for the DM/IST
• Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course.
• All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.
• Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
• Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DM/IST
Students must meet the following residency requirements:
• Completion of physical residencies.
• Five-day residency at the beginning of the program.
• Three-day residency at the beginning of year two.
• Eight-day residency at the beginning of year three.
• If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
• Students 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 with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  • The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, IST 710, IST 721, IST 722, IST 723, IST 731, IST 732, IST 733, PHL 700R, RES 722A, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729
• The dissertation may not be waived.
Degree Requirements for the DM/IST

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.

The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Management and will not reflect the specialization. Specializations are reflected on the transcript only.

Course Descriptions for the DM/IST

COM 705 ................................................................. 1 credit

Communication Strategies

This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

SEM 700R ................................................................. 0 credits

Doctoral Program Orientation Seminar

SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

LDR 711A ............................................................... 3 credits

Leadership Theory and Practice

This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

IST 710 ................................................................................. 3 credits

Foundations of Information Systems Management

This course surveys the major content areas of information systems management that will be examined at various organizational levels of the Information Systems and Technology Specialization of the Doctor of Management program. The major content areas (IST domains) to be surveyed include information technology management, networking, Web, database, programming, and systems development. Upon completion of this course, the learners will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.

PHL 717 ................................................................................. 3 credits

Constructing Meaning

The postmodern world is an amalgam of our beliefs, physical sensory interpretations, psychological projections of our wants/needs/fantasies, a cultural interpretation of existence/meaning/purpose, a moral sense of right and wrong, a religious or spiritual interpretation of responsibility, and the sense of the relationship we have to each other. Learners explore the concept of postmodernism through the writings of some of the classic thinkers. Learners will also undertake an examination of the way they personally construct their world - what it means and what is meaningful at a personal level, with some insight into why that is the case for them. This information will be explored and learners will use this to inform their leadership behavior and explain their style.

ORG 716 ................................................................................. 3 credits

Organizational Theory and Design

Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to organize theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

MGT 716 ................................................................................. 3 credits

Management Philosophies

Upon completion of this course, learners will be prepared to employ a research-based approach to investigate the body of knowledge relating to scientific management philosophies from their recorded origins to current day applications. Learners will analyze and evaluate the evolution of management theory within historical timeframes with incremental assessments of the success or failures to optimize resources to attain performance excellence in a customer-centered organization.

RES 711 ................................................................................. 3 credits

Fundamental Principles of Sound Research

RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.
RES 722A .................................................................3 credits
Research Design
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.
RES 723 .................................................................3 credits
Advanced Statistical Research Methods and Design
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724 .................................................................3 credits
Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
IST 721 .................................................................3 credits
Knowledge Worker Information Systems
In this course, the learner will research and evaluate the information systems and technology tools necessary to support the individual knowledge worker in today's environment. This analysis of the systems and tools will be conducted from the viewpoint of the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.
IST 722 .................................................................3 credits
Information Technology for Teams
Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams' operations.
IST 723 .................................................................3 credits
Departmental Information Systems
This course will continue the analysis of the application of the domains used by individuals and teams studied in IST/721 and IST/722. The learner will evaluate the application of the program domains to departmental operations and strategy. The learner will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.
IST 724 .................................................................3 credits
Organizational Information Systems Management
This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IST domains within an organization.
PHL 700R ...........................................................3 credits
Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one's assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOC 721R ..........................................................2 credits
Doctoral Seminar I
This 3-day residency course begins the formal development of the learner's dissertation. This development will be ongoing throughout the curriculum and result in the dissertation's submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner's dissertation. This course will incorporate learners from various doctoral programs/disciplines.
DOC 723R ..........................................................2 credits
Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization's environment. This course will incorporate learners from various doctoral programs/disciplines.
DOC 724R ..........................................................2 credits
Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

DOC 740R ..........................................................0 credit

DOC 731R ..........................................................3 credits

DOC 732R ..........................................................2 credits

DOC 74OR ..........................................................0 credit
IST 731 ................................................................. 3 credits

**Partnership and Industry Information Systems**

This course extends the learning from previous intra-company relationships to external IS organizational relationships. Upon completion of this course, the learner will be prepared to define, evaluate, and plan the application of IST domains that must be considered when developing partnerships and common industry relationships.

IST 732 ................................................................. 3 credits

**Global Information Systems Management**

This course extends the examination of the IST domains studied throughout the program to the global level. The learner will examine the application of the IST domains in the setting of a global economy and international business environment. The learners will be prepared to define the common IS management approaches for the development of business systems that can support global information systems requirements.

IST 733 ................................................................. 3 credits

**Information Systems Management Architecture**

In this course, learners will create an innovative model, incorporating the domains and models from previous coursework. In the model building, learners will demonstrate their leadership competencies as related to IST.

RES 725 ................................................................. 3 credits

**Descriptive and Comparative Data Analysis**

This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 726 ................................................................. 3 credits

**Correlational Methods of Analysis**

This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs, other approaches may be covered.

RES 727 ................................................................. 3 credits

**Approaches to Phenomenological Inquiry and Data Analysis**

This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

RES 728 ................................................................. 3 credits

**Qualitative Case Study**

This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

RES 729 ................................................................. 3 credits

**Ethnomethodology and the Study of Culture**

In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g. observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 ................................................................. 3 credits

**Grounded Theory Methods**

This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research questions guide the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 ................................................................. 3 credits

**Mixed Methods**

The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

RES 747 ................................................................. 3 credits

**Doctoral Seminar II**

This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.
**Doctor of Health Administration**

The following Doctor of Health Administration (DHA) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Doctor of Health Administration (DHA) program prepares leaders to respond effectively to the dynamic and ever-changing health care industry. These individuals will have a capacity to critically examine and evaluate issues and trends and feel empowered to influence the destiny of the health systems. Graduates with a Doctor of Health Administration will be able to:

- Conduct, evaluate, and apply research designed to explain, forecast, predict, and/or improve the performance of health systems
- Use theoretical constructs to assess and develop implementation strategies health systems
- Strengthen leadership skills and abilities that foster the evolution of adaptive, high-performing health systems
- Evaluate, develop and implement policies and practices that impact health systems
- Lead organizations in anticipating and meeting challenges in the changing health environment

Graduates of the Doctor of Health Administration program will have enhanced their administrative and leadership skills through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. They are not only able to define their role within the U.S. health system, but understand how to make necessary changes to create a work environment that is team-oriented and motivating to others. Graduates are able to analyze the influence of external and internal environments in order to align their organizations to respond to the ever-changing demands of the health care market place. Sensitivity to individuals and groups and the influence of multicultural diversity are seen as essential to effective leadership.

The curriculum is tailored to the needs of the health leader by providing content in finance, policy, research, technology, quality improvement, economics, leadership, and organizational analysis. The DHA program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and will be required to spend approximately 25 hours per week on required coursework.

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**Doctoral Project IV**

This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

**Doctoral Dissertation**

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/Chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

**Doctoral Dissertation**

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

**DOC 733** ................................................................. 3 credits

**Doctoral Project**

This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

**DOC 734** ............................................................. 3 credits

**Doctoral Project IV**

This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

**DOC 733A** ........................................................... 3 credits

**Doctoral Dissertation**

This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/Chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

**DOC 733B** ........................................................... 3 credits

**Doctoral Dissertation**

This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.

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Please contact your enrollment advisor for more information.
Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation. Additionally, in the year three residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the DHA degree is the successful completion and oral defense of a significant, substantial, and independently completed doctoral dissertation that adds new information to the body of health administration knowledge. The dissertation provides the learner an opportunity to demonstrate mastery of the germainal and current literature in the field and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student’s ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research method for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this 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/dha.

Courses requiring prerequisites are identified by a ~ symbol following the course number.

**DHA Program Category Requirements**

**Doctoral Foundations, 4 total credits**

- **COM 705** ................................................................. 1 credit
  Communication Strategies
- **SEM 700R** ............................................................. 0 credits
  Doctoral Program Orientation Seminar
- **LDR 711A** ............................................................... 3 credits
  Leadership Theory and Practice

**Foundations in Health Care Administration, 12 total credits**

- **DHA 711** ................................................................. 3 credits
  Administration of Complex Health Care Systems
- **DHA 712** ................................................................. 3 credits
  Risk Management in Complex Organizations
- **DHA 713** ................................................................. 3 credits
  Managing Resources in Health Organizations
- **DHA 714** ................................................................. 3 credits
  Health Care Marketing

**Research Foundations, 6 total credits**

- **RES 711** ................................................................. 3 credits
  Fundamental Principles of Sound Research
- **RES 722A** .............................................................. 3 credits
  Research Design

**Advanced Research Design, 3 total credits**

- **RES 723** ................................................................. 3 credits
  Advanced Statistical Research Methods and Design

**Advanced Leadership Issues in Health Care Administration, 12 total credits**

- **DHA 721** ................................................................. 3 credits
  Health Care Economics
- **DHA 722** ................................................................. 3 credits
  Policy and Regulation in Health Care
- **DHA 723** ................................................................. 3 credits
  Executive Information Systems
- **DHA 724** ................................................................. 3 credits
  Globalization of Health Care

**Doctoral Residencies, 10 total credits**

- **PHL 700R** .............................................................. 3 credits
  Creative and Critical Thinking
- **DOC 721R** ............................................................ 2 credits
  Doctoral Seminar I
- **DOC 731R** ............................................................ 3 credits
  Collaborative Case Study
- **DOC 732R** ............................................................ 2 credits
  Doctoral Seminar III
- **DOC 740R** ............................................................. 0 credits
  Annual Renewal Residency

**Advanced Inquiry in Health Care Leadership, 9 total credits**

- **DHA 731** ................................................................. 3 credits
  Population Health and Epidemiology
- **DHA 732** ................................................................. 3 credits
  Evaluation of Health Care Programs
- **DHA 733** ................................................................. 3 credits
  Contemporary Leadership Issues

**Advanced Research Analysis, 3 total credits**

- **RES 725** ................................................................. 3 credits
  Descriptive and Comparative Data Analysis
- **RES 726** ................................................................. 3 credits
  Correlational Methods of Analysis
- **RES 727** ................................................................. 3 credits
  Approaches to Phenomenological Inquiry and Data Analysis
- **RES 728** ................................................................. 3 credits
  Qualitative Case Study
- **RES 729** ................................................................. 3 credits
  Ethnomethodology and the Study of Culture
- **RES 745** ................................................................. 3 credits
  Grounded Theory Methods
RES 746 ~.................................................................3 credits
Mixed Methods

Dissertation, 9 total credits
DOC 722 ~.................................................................3 credits
Doctoral Seminar II

DOC 733 ~.................................................................3 credits
Doctoral Dissertation

DOC 734 ~.................................................................3 credits
Doctoral Project IV

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students have the option to complete the A or A and B courses for either DOC 733 and/or DOC 734 to ensure that all programmatic requirements and approvals have been met. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who proceed from DOC 733A or DOC 734A to DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course.

DOC 733 A and B~.....................................................3 credits
Doctoral Dissertation

DOC 734 A and B~.....................................................3 credits
Doctoral Project IV

Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.

Additional Admission Requirements for the DHA

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

Degree Requirements for the DHA

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.

- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.

- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

- The diploma awarded for this program will read as: Doctor of Health Administration.

Academic Progression for the DHA

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).

- Students must have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729)
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
• Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.

• Students who would like to repeat DOC 740R may repeat the course.

Academic Standing and Minimum Grade Requirements for the DHA

• Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.

• All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B-" or better. Students who earn a grade lower than "B-" must repeat the course until the minimum grade requirement is met.

• DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.

• Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

Residency Requirements and Course Waivers for the DHA

Students must meet the following residency requirements:
• Completion of physical residencies:
  • Five-day residency at the beginning of the program.
  • Three-day residency at the beginning of year two.
  • Eight-day residency at the beginning of year three.
  • If a student’s dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.

• Students 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 with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:
  • The course must have been completed and transcribed from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
  • The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

• The following courses may not be waived: COM 705, DHA 733, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R

• The dissertation may not be waived.

Course Descriptions for the DHA

COM 705 .................................................................................... 1 credit
Communication Strategies
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.
SEM 700R ................................................................................ 0 credits
Doctoral Program Orientation Seminar
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarship, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.
LDR 711A .................................................................................. 3 credits
Leadership Theory and Practice
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.
DHA 711 .................................................................................. 3 credits
Administration of Complex Health Care Systems
Students will focus on administration of complex health systems rather than singular organizations. Topics include organizational analysis, strategic planning, multi-organizational management issues, and evolving governance structures. Students are expected to discuss and critically analyze theories and methods in health care administration. This course is intended to serve as an arena for discussion and inquiry regarding both current and historical issues in strategic decision making at the policy and the organizational level.
DHA 712 ................................................................. 3 credits
Risk Management in Complex Organizations
Managing risk in an organization requires demonstration of an understanding of legal, licensure, certification, and accreditation dynamics, as well as litigation management within the context of corporate compliance. The student will apply concepts from labor law, risk financing, contract law, partnership agreements, and professional credentialing. Discussion will also include human subjects research, data security, and biotechnology.

DHA 713 ................................................................. 3 credits
Managing Resources in Health Organizations
Understanding the complexity of managing the vast resources needed to deliver quality health care is essential. Although human resources comprise the majority of needed assets, other resources include facilities and industry suppliers. This course will examine how these resources are interwoven and need to be successfully managed. The course is a combination of theoretical and practical approaches for resource management.

DHA 714 ................................................................. 3 credits
Health Care Marketing
Survival of health care institutions is primarily dependent on how well marketing succeeds at acquiring market share. This course examines key marketing concepts within the health care industry. Students will examine the financial success of health care institutions from a market share perspective including pricing, promotion, and distribution of services.

RES 711 ................................................................. 3 credits
Fundamental Principles of Sound Research
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

RES 722A ............................................................... 3 credits
Research Design
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

RES 723 ................................................................. 3 credits
Advanced Statistical Research Methods and Design
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.

RES 724 ................................................................. 3 credits
Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students’ understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.

DHA 721 ................................................................. 3 credits
Health Care Economics
This course focuses on the application of economic theory to the amount, organizations, and distribution of health care services in the United States. Students will apply principles such as supply and demand, margin analysis, and cost effectiveness analysis. Students will discuss issues and controversies surrounding the government’s role in financing and regulating health services.

DHA 722 ................................................................. 3 credits
Policy and Regulation in Health Care
Contemporary administration requires a thorough understanding of the federal policy and regulatory development process. Students analyze the history of health financing legislation, as well as regulatory implications of both the Medicare and Medicaid programs. This course examines the impact of emerging social, ethical, legal, and political issues on the future of the health care system. Emphasis is on the creation of innovative models of health care delivery.

DHA 723 ................................................................. 3 credits
Executive Information Systems
This course focuses on the use of financial systems, decision modeling programs, and advanced clinical information systems in formulating the strategic direction of modern health care systems. Practical experience using the University’s information technology partners introduces students to the richness of modern data systems. Simulations include quality improvement applications, including statistical process control methodology.

DHA 724 ................................................................. 3 credits
Globalization of Health Care
This course focuses on global health care systems with the objective of improving U.S. health care systems. Topics include global health issues, advocacy organizations, comparative political processes, and the economics of health financing. Students will understand the role of various international governing structures on health policy development.

PHL 700R ............................................................... 3 credits
Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.
DOCTORAL SEMINAR I
This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the submission of the learners’ dissertation at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.

Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral programs/disciplines.

DOCTORAL SEMINAR III
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

ANNUAL RENEWAL RESIDENCY
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC 728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.

POPULATION HEALTH AND EPIDEMIOLOGY
The science of epidemiology is essential for projecting the population health needs and appropriate allocation of public and private resources. This course focuses on the utilization of epidemiologic studies and techniques as a basis for health care policy and administrative decision making. Students will apply this science in the analysis of emerging health epidemics and diseases.

EVALUATION OF HEALTH CARE PROGRAMS
This course prepares the contemporary health administrator to utilize research methodologies in making decisions regarding the cost effectiveness of specific health programs. Case studies will be used that incorporate disease-specific programs, community-wide health interventions, and population specific care management programs across a variety of health settings.
RES 729 ................................................................. 3 credits
**Ethnomethodology and the Study of Culture**
In this course, students will build knowledge of and competence with data analysis techniques developed in the anthropological tradition of ethnography. Integrating data from multiple collection methods (e.g., observational field notes, interviews, analyses of cultural artifacts), students will develop coding/thematic grouping protocols as well as strategies to develop findings into comprehensive interpretation of a particular culture. The course will conclude with a comprehensive overview of the process and practice of writing up ethnographic texts, centering largely on “thick description” as a critical mode of representation.

RES 745 ................................................................. 3 credits
**Grounded Theory Methods**
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

RES 746 ................................................................. 3 credits
**Mixed Methods**
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches -- and their blending -- to actually design and conduct meaningful doctoral level research.

DOC 722 ................................................................. 3 credits
**Doctoral Seminar II**
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

DOC 733 ................................................................. 3 credits
**Doctoral Dissertation**
This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.

DOC 734 ................................................................. 3 credits
**Doctoral Project IV**
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A .............................................................. 3 credits
**Doctoral Dissertation**
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/mentor relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B .............................................................. 3 credits
**Doctoral Dissertation**
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.
Doctor of Education in Educational Leadership/ Educational Technology

The following Doctor of Education in Educational Leadership/Educational Technology (EdD/ET) program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Educational Technology specialization of the Doctor of Education in Educational Leadership program will prepare learners to become education leaders who strategically manage and lead processes related to the integration of technology in various learning environments. Graduates will demonstrate both practical and scholarly knowledge in their use of analytical, critical, and innovative thinking to improve the performance of educational institutions by utilizing technological innovations to support and enhance the educational process.

Historically, education has been a field of constant evolution, continually shifting to meet the rapidly expanding needs of learners and demands of our society. The correct utilization of educational technology plays a key role in establishing education reform and transformation in the 21st century. Graduates of the Educational Technology specialization will be prepared to take on these challenges and to assume the lead in advocating technological innovation in educational environments. Learners will develop in-depth knowledge of the analytical, planning, implementation, and evaluation processes necessary to implement the new and expanding technologies into the classroom and to promote technological competence in their administrations. In addition, learners will explore germinal and contemporary research in educational technology, instructional design, instructional media, and distance learning. The Educational Technology specialization is consistent with the University's mission to educate working adults to achieve their professional goals and to improve the quality of education in their communities. The program is designed to emphasize educational leadership and to focus on applied research that improves the design, development, and integration of appropriate learning technologies into education, industry, and government.

Program Goals

Upon completion of all program requirements of the Educational Technology specialization of the Doctorate in Education in Educational Leadership degree, learners will be able to:

- Support and enhance the educational process through technological innovation
- Manage and lead organizational reform and transformation through strategic decision-making
- Design, develop, and implement technology solutions to enhance learning
- Balance the competing priorities of technology and curriculum based on research, theory, and experience
- Demonstrate strategies for life-long learning and continuous improvement of technological competence

Program Structure

The Ed.D/ET program has a 68-credit requirement that involves both residency and online modalities of instruction. The majority of the program will be delivered in an online, virtual classroom setting. In these courses, learners will work in a cohort of approximately 12 peers and be required to spend approximately 25 hours per week on required course work.

Learners will attend 16 days in residency during the 3-year program. Year One begins with a 5-day residency; Year Two requires a 3-day residency; Year Three requires an 8-day residency. Attendance during all days of the residencies is mandatory. Please note that learners can expect residencies to occur during both week days and weekend days. The courses offered during residency sessions cover a variety of areas essential to the successful completion of this advanced degree program, including insights into dissertation preparation.

Additionally, in the third year residency, learners will apply their knowledge to a comprehensive, collaborative case study. This case study is the University’s vehicle for assessing programmatic learning. Because of the nature and value of the information presented in the residency environment, learners must attend all residency sessions.

The most important milestone of the Ed.D/ET degree is the successful completion and oral defense of a significant, substantial, and independently completed dissertation that adds new information to the body of educational leadership knowledge.

The dissertation provides the learner an opportunity to demonstrate mastery of germinal and current literature and express their competence in applying learning to actual organizational issues. To ensure the quality of this effort, the program’s curriculum is designed to develop the student's ability to create original solutions to complex issues and to carefully identify and apply the most appropriate research methodology for addressing these issues.

Because of the highly independent nature of the program, learners must be self-disciplined and exceedingly motivated to earn this 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/edd-et.

EdD/ET Program Category Requirements

Courses requiring prerequisites are identified by a ~ symbol following the course number.

Doctoral Foundations, 4 total credits

COM 705 ................................................................. 1 credit
Communication Strategies
SEM 700R ~ .......................................................... 0 credits
Doctoral Program Orientation Seminar
LDR 711A ~ .......................................................... 3 credits
Leadership Theory and Practice
## Foundations in Educational Leadership and Technology, 12 total credits

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<tr>
<td>EDD 711</td>
<td>Social Contexts and Contemporary Issues</td>
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<td>CUR 711</td>
<td>Developmental and Learning Theories</td>
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<td>EDD 712</td>
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## Research Foundations, 6 total credits

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## Advanced Research Design, 3 total credits

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<td>Qualitative Methods and Design</td>
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## Techniques and Practices in Educational Technology, 12 total credits

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## Doctoral Residencies, 10 total credits

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<tr>
<td>DOC 721R</td>
<td>Doctoral Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>DOC 731R</td>
<td>Collaborative Case Study</td>
<td>3</td>
</tr>
<tr>
<td>DOC 732R</td>
<td>Doctoral Seminar III</td>
<td>2</td>
</tr>
<tr>
<td>DOC 740R</td>
<td>Annual Renewal Residency</td>
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## Advanced Inquiry in Educational Technology Leadership, 9 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDT 731</td>
<td>System Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>EDD 732</td>
<td>Contemporary Policy Analysis and Development</td>
<td>3</td>
</tr>
<tr>
<td>EDT 732</td>
<td>Integrating Technology and Curriculum</td>
<td>3</td>
</tr>
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## Advanced Research Analysis, 3 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>RES 725</td>
<td>Descriptive and Comparative Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RES 726</td>
<td>Correlational Methods of Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RES 727</td>
<td>Approaches to Phenomenological Inquiry and Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>RES 728</td>
<td>Qualitative Case Study</td>
<td>3</td>
</tr>
<tr>
<td>RES 745</td>
<td>Ethnomethodology and the Study of Culture</td>
<td>3</td>
</tr>
<tr>
<td>RES 746</td>
<td>Mixed Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

## Dissertation, 9 total credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DOC 722</td>
<td>Doctoral Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>DOC 733</td>
<td>Doctoral Dissertation</td>
<td>3</td>
</tr>
<tr>
<td>DOC 734</td>
<td>Doctoral Project IV</td>
<td>3</td>
</tr>
</tbody>
</table>

The following courses are not part of the required course of study; however, are available to students as an extension to satisfy the dissertation and project requirements for the doctoral program. Students who choose to pursue DOC 733A or DOC 734A must be awarded a letter grade from the faculty member for their final attempt at the "A" course. Students who choose to pursue DOC 733B or DOC 734B, respectively, must also be awarded a letter grade from the faculty member for their final attempt at the "B" course. Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. In addition to fulfilling the Advanced Research Design and Advanced Research Analysis Program Requirements, you may select additional courses from the following if you have not satisfied the dissertation approval requirements upon completion of DOC 734: RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, and/or RES 729. You will be required to select and attend Doctoral Project courses from the list of courses outlined above until dissertation approval is granted. Doctoral Project courses may be designated as ELEC 723 or ELEC 725 on the initial course schedule. The University reserves the right to modify the required course of study.
**Additional Admission Requirements for the EdD/ET**

All applicants are expected to meet the following admissions requirements:

- A graduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or equivalent graduate degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.
- Official transcripts listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning with a grade of "C" or better.
- Current or a record of past employment in supervisory or management position is required for admission.
- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet the English language proficiency requirement for admission.

**Academic Progression Requirements for the EdD/ET**

Students are subject to the following academic progression requirements:

- Learners meeting a minimum GPA of 3.5 may concurrently enroll in courses not in the following areas: Year 1 coursework (must successfully complete DOC 721R or 13 credits earned in EDS program), research courses (RES prefix), residency courses, and EDS 799.
- Students may concurrently enroll in DOC 740R with any of the dissertation courses (DOC 733 A/B or DOC 734 A/B).
- Students may have only one incomplete grade on their records at a time.
- Students must submit and receive written approval of the dissertation concept paper as a completion requirement for DOC 721R Doctoral Seminar I.
- Successful completion of DOC 731R which serves as a qualifying examination course in the program.
- Quality review of dissertation proposal to advance beyond DOC 732R.
- Committee literature review prior to enrollment in DOC 734.
- Institutional Review Board approval prior to enrollment in advanced qualitative and quantitative analysis course (RES 725 - RES 729).
- Quality final Institutional review of dissertation during DOC 734.
- Editorial Review after DOC 734 and prior to graduation.
- Enrollment in DOC 740R is required only when a student has not completed his or her dissertation within 12 months of completing their last group study course. The soonest a student can take DOC 740R is 6 months after completing the last group study course. Once students have completed DOC 740R, it does not need to be repeated unless the student chooses to take it again.
- Students who would like to repeat DOC 740R may repeat the course.

**Academic Standing and Minimum Grade Requirements for the EdD/ET**

- Students must earn a grade of "B" or better in COM 705 Communication Strategies. Students who earn less than a "B" will be scholastically disqualified and must repeat the course. COM 705 may be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- All credit-bearing courses, with the exception of COM 705, must be completed with a grade of "B" or better. Students who earn a grade lower than "B" must repeat the course until the minimum grade requirement is met.
- DOC 721R Doctoral Seminar I may only be repeated one time. Students who fail to meet the minimum grade requirement after the second attempt will be scholastically suspended and will not be able to continue in the program.
- Students who do not meet minimum grade requirements and maintain a minimum GPA of 3.00 will be placed on academic probation (AP) and will be subject to the University academic probation policy.

**Degree Requirements for the EdD/ET**

Students must meet the following degree requirements within the six (6) year program completion deadline established by the University:

- A minimum of 68 doctorate credits.
- A minimum grade point average (GPA) of 3.0.
- Satisfactory completion of all residencies.
- Written approval of the dissertation proposal.
- Satisfactory oral defense and written completion of the dissertation.
- The School of Advanced Studies (SAS) will allow Doctoral students, who have satisfied all program requirements with the exception of their dissertation, a one (1) year graduation deadline extension to allow additional time for dissertation completion. Students requesting an extension must submit a letter from their mentor stating that they have demonstrated satisfactory progress and completion of the dissertation is probable if a one (1) year extension is granted. Approval of the one (1) year extension must be granted by a Doctoral Program Chair.
- Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.
- The diploma awarded for this program will read as: Doctor of Education and will not reflect the specialization. Specializations are reflected on the transcript only.

**Residency Requirements and Course Waivers for the EdD/ET**

Students must meet the following residency requirements:

- Completion of physical residencies.
- Five-day residency at the beginning of the program.
- Three-day residency at the beginning of year two.
- Eight-day residency at the beginning of year three.
- If a student's dissertation has not been completed and approved by the dean within 12 months of achieving candidacy, he or she must attend DOC 740R, a non-credit, three-day weekend residency course. Candidacy begins when a student has completed all coursework except DOC 733 and DOC 734.
Students 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 with credit for a course in the required course of study, students must have completed a previous course that meets the following criteria:

- The course must have been completed and transcripted from a regionally, approved nationally, or provincially accredited college or university or one in candidacy for accreditation.
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses may not be waived: COM 705, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 734, DOC 740R, EDT 721, EDT 732, PHI 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R

The dissertation may not be waived.

Course Descriptions for the EdD/ET

**COM 705** .................................................................1 credit  
Communication Strategies  
This 3-week, online course provides new doctoral learners with an introduction to advanced communication strategies for academic success within University of Phoenix’s adult learning model. Topics include enhanced communication skills, academic rigor, scholarly practices, APA formatting and style, individual and group presentation techniques, doctoral-level research tools, critical thinking strategies and skills, stress and time management, and Learning Team dynamics.

**SEM 700R** .............................................................0 credits  
Doctoral Program Orientation Seminar  
SEM 700R is a two-week, online course designed to promote doctoral-level inquiry and reinforce the School of Advanced Studies’ integrated scholarly, practice, and leadership approach. During SEM 700R, learners participate in structured activities and guided dialogue to strengthen their understanding of the doctoral program requirements and expectations for doctoral-level thinking, research, and community building. On completing SEM 700R, learners are well positioned to transition to their first content-based doctoral course with a vision for successfully completing the remainder of the program.

**LDR 711A** .............................................................3 credits  
Leadership Theory and Practice  
This course provides an opportunity for learners to examine leadership from various historical, theoretical, and practical perspectives. Upon completion of this course, learners will develop a reflexive leadership plan that integrates personal approaches to leadership into the scholar/practitioner/leader model.

**EDD 711** .............................................................3 credits  
Social Contexts and Contemporary Issues  
This course focuses on the historical concepts, demographic trends, and current issues of education. An analysis of institutions, unionization, technology, and diversity are of focus.

**CUR 711** .............................................................3 credits  
Developmental and Learning Theories  
Theories on the physical, social, emotional, and intellectual development of learners across the lifespan are the focus of this course. These theories and their effect on the educational process and the design and implementation of instructional programs will be examined.

**EDT 711** .............................................................3 credits  
Educational Technology Research  
This course explores research on learning with technology. Focal areas include learner control, media preference, motivation, collaborative learning, and computer-mediated communication. Learners formulate conclusions based on refereed studies and consider the relationship between research design and questions.

**RES 722A** .............................................................3 credits  
Leadership in Contemporary Organizations  
This course explores organization theory, culture, and change. The influence of leadership on the organization is examined in depth. The different functions of administration, management, and leadership are of focus.

**RES 722B** .............................................................3 credits  
Fundamental Principles of Sound Research  
RES 711 emphasizes epistemologies and ontologies of research, along with similarities and differences between the major research approaches. Learners will develop an understanding of the foundations and origins of research, the nature of research, paradigms underlying different major research approaches, the process of research, quantitative and qualitative research basics, and critical issues in conducting research.

**RES 723** .............................................................3 credits  
Research Design  
This course is designed to provide students with an overview of qualitative and quantitative research approaches and the application to work in different types of organizational and institutional settings. Various qualitative and quantitative research designs are discussed. Students learn about the elements of a research plan and how to develop and align them within a given research method and design to address a given problem in their field of study.

**CUR 711** .............................................................3 credits  
Advanced Statistical Research Methods and Design  
The course builds on the foundational knowledge in research methods and statistics. The importance of how to select appropriate measures for a study, different research designs - experimental, quasi-experimental, and correlational, and threats to reliability and validity are discussed.
RES 724 ................................................................. 3 credits

Qualitative Methods and Design
This class presumes some basic understanding of the foundations and underlying assumptions in the field of qualitative research as well as examples of practice. Building upon this pre-existing foundational understanding the purpose of the class is to enhance students' understanding and craft through reading, writing, and reflecting on the practice of qualitative inquiry. Specific focus is on the design and development of qualitative research studies.
EDD 721 ................................................................. 3 credits

Planning and Leading Change
This course examines the concept of change and its impact on educational organizations. How to manage and lead change, counteract resistance to change, and the politics and economics of change are of special focus. Understanding the dynamics of change and how it influences strategic planning of an institution are explored.
EDT 721 ................................................................. 3 credits

Instructional Design
This course focuses on the principles of instructional design including a survey of instructional design models. Using the overarching ADDIE process learners will relate each of the five design phases to an educational goal. From their analyses, learners will justify the use of an instructional design model and produce a course-level unit.
EDT 722 ................................................................. 3 credits

Distance Learning
This course traces the development of distance learning, including past, present, and future trends. Learners will relate social contexts and educational goals to the evolution of technologies and their intended support of learning. Learners will explore the delivery of instruction over physical distance, focusing on concepts such as transactional distance, cultural considerations, anonymity, privacy, and accountability. Team learning is heavily emphasized and applied in this course.
EDT 723 ................................................................. 3 credits

Instructional Media and Design Techniques
Learners will apply instructional design principles in the development of electronic media. Learners explore delivering instruction through multimedia and/or multiple modalities with a focus on matching appropriate technologies to learning outcomes. Design principles include the effects of contrast, continuity of text and graphics, relevancy of graphics to text, and alignment.
PHL 700R ............................................................... 3 credits

Creative and Critical Thinking
This course challenges the learner to become a creative leader/problem-solver and to begin the process of personal transformation by questioning one’s assumptions and conventional patterns of thinking. Throughout the course, learners will demonstrate characteristics of creative and critical thinking in individual and collaborative situations.

DOC 721R ............................................................ 2 credits

Doctoral Seminar I
This 3-day residency course begins the formal development of the learner’s dissertation. This development will be ongoing throughout the curriculum and result in the dissertation’s submission at the end of the program. Topics in the course include problem statements, research questions, hypotheses and testing, samples and populations, the intended impact of the study on the profession and society. The outcome of this course is a prospectus (or blueprint) that articulates a specific goal and plan that will evolve into the learner’s dissertation. This course will incorporate learners from various doctoral programs/disciplines.

DOC 731R ............................................................ 3 credits

Collaborative Case Study
This 5-day residency course is an exercise in practical, professional management decision making and is intended to focus the learner on the challenges faced by managers who must balance the needs of customers, shareholders, employees, and other stakeholders. The course requires the learner to synthesize and integrate theory and practice and to apply them toward the development of recommended solutions for specific managerial situations found within the organization’s environment. This course will incorporate learners from various doctoral program/disciplines.

DOC 732R ............................................................ 2 credits

Doctoral Seminar III
This 3-day residency course is designed to facilitate the process through an approved Doctoral Proposal to final submission of the Doctoral Dissertation due at the end of the program, with the final chapters being explored for content and format.

DOC 740R ............................................................ 0 credit

Annual Renewal Residency
This non-credit-bearing, 3-day course is required only when a learner has not completed the dissertation within 12 months of completing all courses, excluding DOC/728. This residency session is designed to allow for concentrated time between the learner and a faculty member, focusing on dissertation completion. This annual renewal residency is required for every full year a learner remains in “all but dissertation” status.
EDT 731 ............................................................... 3 credits

System Analysis and Design
This course follows the phases of needs analysis, planning, implementation, and evaluation that are integral to large-scale instructional technology projects. Learners consider vendor selection, organizational constraints, maintenance, and enhancements in an effort to address learners’ present and future needs. Learners focus on developing systemic solutions that avoid the pitfalls of piece-meal technology adoptions.
EDD 732 ............................................................... 3 credits

Contemporary Policy Analysis and Development
This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.
Integrating Technology and Curriculum
This course is designed to develop strategies for effective and appropriate integration of digital technology and educational goals. Learners explore the possibilities enabled by technology, the perceived need to master technologies for vocational readiness, and the design of technological implementations that enhance educational experiences. A running theme of this course is balancing the competing priorities of technology and curriculum decisions.

Descriptive and Comparative Data Analysis
This course focuses on statistical analysis methods and reporting of results when describing and comparing data from groups. Learners will explore the assumptions, advantages, limitations, and appropriate applications of these quantitative approaches. The methods covered will include comparison of means for various forms of data including multiple means using methods of basic and advanced factorial ANOVA. Multivariate comparisons will also be explored under conditions of multiple independent and dependent variables using techniques including Hotelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

Correlational Methods of Analysis
This course focuses on statistical approaches to analysis and reporting when examining bivariate and multivariate relationships among variables. Learners will explore the underlying assumptions, advantages, limitations and appropriate application of correlation/regression based approaches to data analysis. The course will cover basic correlation methods, simple and multiple regression techniques, and advanced multivariate procedures including factor analysis and structural equation models. Depending on the learners’ needs other approaches may be covered.

Approaches to Phenomenological Inquiry and Data Analysis
This course is designed to provide advanced graduate students with instruction in qualitative phenomenological approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for phenomenological data collection. Focus is placed on analysis approaches appropriate for and relevant to phenomenological research.

Qualitative Case Study
This course is designed to provide advanced graduate students with instruction in qualitative case study research approaches as applied to social science research. The course will emphasize individual and group interviewing as techniques for qualitative case study data collection. This course is particularly useful for advanced doctoral students who plan to conduct a qualitative dissertation. Focus is placed on analysis approaches appropriate for and relevant to case study research.

Grounded Theory Methods
This course is designed to provide advanced graduate students with instruction in qualitative approaches as applied to social science research, where the research objective is the development of theory. Building upon an existing understanding of qualitative inquiry, students explore the concept of data within grounded theory as well as the techniques and processes traditionally found within grounded theory, such as the constant comparative method. Focus is placed on the steps and procedures for analyzing data within a grounded theory context.

Mixed Methods
The Mixed-Methods course focuses on both conceptual issues surrounding the use of mixed methods in business, education, nursing and social science research and the analysis of data using mixed methods. The course will involve scrutiny of published mixed-method research throughout, and uses published research for reference purposes throughout the course. Students are expected to develop skills in mixed-method research by engaging in actual analysis of data using mixed methods. Thus, the course will blend conceptualization, design, and analysis. Content of the course represents a clear recognition of the importance of mixed methods in research and the growing importance of a solid knowledge of both quantitative and qualitative approaches – and their blending – to actually design and conduct meaningful doctoral level research.

Doctoral Seminar II
This is a mentor-guided course designed to focus on preparing the dissertation proposal for approval. During this course, the learner’s prospectus will be applied to the development of a proposal. Topics in this course include focused literature review, statistical and qualitative tools, data gathering and data analysis approaches, past research and current theory, proposal chapter format requirements, human subjects research requirements, and submission timelines.

Doctoral Dissertation
This is a mentor-guided course. Learners enroll for this course while finalizing their Doctoral Project with their Committee. The learner/mentor relationship is the catalyst for completing the Doctoral Project research, findings, recommendations, and conclusions.
DOC 734 .................................................................................. 3 credits

**Doctoral Project IV**
This is the final course in the program’s sequence in which the learner, with the guidance of his or her mentor, completes the formal oral defense of the dissertation and prepares and submits the study for University approval. An approved dissertation is required to complete this class.

DOC 733A ............................................................................... 3 credits

**Doctoral Dissertation**
This is the second one-on-one chair-guided course for a doctoral learner working to complete a dissertation proposal. Learners enroll for this course when any of three approvals have not been received, Committee/Chair approval, Quality Review Methods approval, or IRB approval of ethical treatment within the proposed study. The learner/chair relationship and the learner earning approval of the dissertation proposal from all three groups is the catalyst for the course.

DOC 733B ............................................................................... 3 credits

**Doctoral Dissertation**
This third available dissertation proposal course provides extended time for one-on-one work between a learner and his or her dissertation committee Chair. Learners enroll for this course when a learner has not yet received either IRB approval, Quality Review Methods approval, or Committee/Chair approval of the proposed dissertation. Learners should work in conjunction with the Chair to complete any remaining requirements to achieve all approvals required to begin dissertation work. If all approvals are received during the course, it is appropriate for the candidate to begin working on the dissertation, but not until all approvals have been received. Learners must repeat this course, until the dissertation proposal is approved.
PROFESSIONAL PROGRAMS

CREDIT-BEARING CERTIFICATE PROGRAMS

The University of Phoenix offers Professional Certificate programs to organizations and individuals with professional development or specialized training needs. The programs effectively blend theory and practice, enabling the individual to rapidly become a more effective manager or specialist.

Certificate programs are currently available in several fields: technology, education, call center professional, human resource management, health care, and project management.

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

Admission Requirements

All applicants are expected to meet the following admission requirements:

- Signed Certificate Application
- 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.
  - 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.
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
- U.S. high school diploma or GED administered in English.
- Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Applicants (including re-entry students) attending the Puerto Rico campus must meet the English language proficiency requirement for admission.
- Only students who reside within the United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.
- Applicants who reside in the United States must meet one of the following requirements:
  - Be a legal resident of the United States
  - Have been granted permanent residency
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A signed Enrollment/ Disclosure Agreement.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.

Students who begin their studies at campuses located in the states listed below are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

- Students attending a local campus in Oklahoma must provide written documentation of vaccinations or immunity against Hepatitis B, measles, mumps, and rubella (MMR). Students must demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.
- Students attending a physical campus in the state of Tennessee are required to submit a Hepatitis B Waiver form to the University.
Students attending a local campus in the states listed below are required to submit health insurance information to the University. The state appropriate forms must be completed and sent to University Services.

- Full-time students enrolled at a public or private institution of higher learning in New Jersey are required by law to maintain health insurance coverage, either through a school sponsored health insurance plan, or an alternate plan with comparable coverage. All students attending a local campus in New Jersey must complete the Student Health Insurance Election form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not maintain health insurance coverage throughout the period of enrollment or who do not complete the Health Insurance Election Form each calendar year may not enroll in further courses until the Health Insurance Election Form has been completed, verifying the student has appropriate health insurance coverage in compliance with state law.

- Full and part-time students enrolled in a college, university or other institution of higher learning in Massachusetts must participate in a school sponsored health insurance plan, or an alternate plan with comparable coverage. All full and part-time students attending a Massachusetts local campus must complete the Student Health Insurance Plan Enrollment/ Acknowledgement form indicating either that they have either enrolled in the University’s sponsored plan or that they decline participation in the University sponsored plan as they have comparable health insurance coverage. Students must complete and submit this form prior to enrolling in any class. Students who do not complete the Enrollment/ Acknowledgement form each calendar year may not enroll in further courses until the form has been completed and the student has appropriate health insurance coverage.

Students who begin their studies at campuses located in Hawaii are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services.

The Hawaii State Department of Health requires that all students attending school at a campus in this state provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services. In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.


Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

- The exemption certification must be signed by the physician on the physician’s printed stationery.
- A religious exemption may be granted if the student signs a statement certifying that the student’s religious beliefs prohibit the practice of immunization.
- If the State of Hawaii Director of Health determines that there is a danger of an outbreak from any of the diseases for which immunization is required, no exemption shall be recognized and inadequately immunized students shall be excluded from school until the Director has determined that the outbreak is over.
- A copy of each exemption must be kept in the student’s health record at school.

The Hawaii State Department of Health requires that all students attending school at a campus in this state provide a Certificate of TB Examination issued in the United States within 12 months prior to their first attendance in a post-secondary school in Hawaii. A completed Certificate of TB Examination shall be submitted prior to the first night of class or the student will not be permitted to attend class. Students shall complete Section A of this form, or submit a copy of their TB Clearance Certification received prior to their attendance at another Hawaii post-secondary school.

Students residing in the state of Connecticut are required to submit immunization information to the University. The state appropriate forms must be completed and sent to University Services. In accordance with Section 10a-155 of the Connecticut general statutes, all full time or matriculating students will be required to demonstrate proof of adequate immunization against measles, mumps, rubella (MMR) and varicella as recommended by the Advisory Committee for Immunization Practices (ACIP). For more specific state information, refer to the link below. Students shall demonstrate compliance with the immunization requirement prior to the first attendance in a university course and documentation concerning this requirement must be on file at the time of admission to the university.

Exemptions from the MMR and varicella immunization requirements may be granted for the following reasons:

- The student was born before January 1, 1957 (applicable to MMR vaccine only).
- The student was born in the United States before January 1, 1980 (applicable to the varicella (chicken pox) vaccine only)
- The student has documentation from a physician stating that it is medically inadvisable to receive the vaccines for the one or more of the diseases as indicated on the immunization form.
- The student has documentation from a physician or director of health that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.
- The student has laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.
- The student has submitted a statement that immunization is contrary to his/her religious beliefs.

- A medical exemption may be granted to specific vaccines.
  - A U.S. licensed physician (M.D. or D.O.) must state in writing that giving a specific vaccine would endanger the student’s life or health, and specify the reason based on valid medical contraindications.
  - The physician must state the length of time during which the vaccine would endanger the student’s health or life.
Online classroom at Online rates if the program is available via the 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 following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

Project Management

The project management course sequence focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/pm.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the PM

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPMGT 300</td>
<td>3 credits</td>
</tr>
<tr>
<td>CPMGT 301</td>
<td>3 credits</td>
</tr>
<tr>
<td>Strategic Portfolio and Project Management</td>
<td></td>
</tr>
<tr>
<td>CPMGT 302</td>
<td>3 credits</td>
</tr>
<tr>
<td>Procurement and Risk Management</td>
<td></td>
</tr>
<tr>
<td>CPMGT 303</td>
<td>3 credits</td>
</tr>
<tr>
<td>Project Estimating and Control Techniques</td>
<td></td>
</tr>
<tr>
<td>CPMGT 304</td>
<td>3 credits</td>
</tr>
<tr>
<td>Leading Projects in Organizations</td>
<td></td>
</tr>
<tr>
<td>CPMGT 305</td>
<td>3 credits</td>
</tr>
<tr>
<td>Project Management Capstone</td>
<td></td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the PM

All applicants to this certificate program are expected to meet the following additional admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

Certificate Completion Requirements for the PM

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.
Residency Requirements and Course Waivers for the PM

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed 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 have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed at the University of Phoenix it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the required course of study may not be waived: CPMGT 305

Course Descriptions for the PM

CPMGT 300 .............................................................................3 credits

Project Management

This course examines project management roles and environments, the project life cycle, and various techniques of work planning, and control and evaluation to achieve project objectives. The tools currently available to project managers are illustrated in this course through the use of Microsoft® Project® software.

CPMGT 301 .............................................................................3 credits

Strategic Portfolio and Project Management

This course provides students with insight into the management of an organization’s strategic project portfolio. Students will learn the value of aligning a project’s goals and objectives with the organization’s strategies and stakeholders’ interests. In addition, this course will illustrate how project teams are used to accomplish continuous improvement and to facilitate change within the organization. Students will also examine the characteristics of global and virtual project management.

CPMGT 302 .............................................................................3 credits

Procurement and Risk Management

This course explores the procurement planning process, contracting methods and phases, outsourcing, contract administration, and the external environment of the procurement management processes. The course also addresses risk management applied to both project and procurement management processes.

CPMGT 303 .............................................................................3 credits

Project Estimating and Control Techniques

To be successful, project managers must analyze alternative project decisions by relying heavily on project estimating and control tools and techniques. This course provides students with the skills required to plan, baseline, monitor, analyze, and evaluate project performance. Students work in groups to analyze program parameters and work situations.

CPMGT 304 .............................................................................3 credits

Leading Projects in Organizations

This course provides students with an overview of organizational behavior as it relates to project management. It introduces various techniques and processes that will help students develop effective communication and interpersonal skills to successfully manage project teams. In addition, numerous leadership and motivation theories are presented as well as techniques that minimize stress in the project environment. Furthermore, project decision-making processes and techniques that facilitate effective and efficient project change management are addressed in this course. Students will also examine the influence of globalization, technology, and future trends in project management.

CPMT 305 ................................................................................3 credits

Project Management Capstone

This course is the capstone of the Professional Certificate in Project Management. Students will demonstrate project management skills learned via the preparation of a project plan and presentation of that plan to the executive board in a role-play environment. Key project management concepts and processes studied in the prior five courses will be integrated and applied to the class project.

Human Resource Management

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Certificate Program in Human Resource Management provides education in areas which the human resource professional faces daily; from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization’s human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge.

Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

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/hrm.
Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the HRM**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 300 Fundamentals of Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 434 Employment Law</td>
<td>3</td>
</tr>
<tr>
<td>HRM 324 Employee Development</td>
<td>3</td>
</tr>
<tr>
<td>HRM 420 Human Resource Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 326 Human Resource Risk Management</td>
<td>3</td>
</tr>
<tr>
<td>HRM 498 Strategic Human Resource Management and Emerging Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the HRM**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma or transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.
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- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must have access to a suitable work environment for the completion of course assignments.

**Certificate Completion Requirements for the HRM**

- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.
- The certificate awarded for this program will read as follows: Human Resource Management.

**Residency Requirements and Course Waivers for the HRM**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of course work, 15 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, 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.

The following course may not be waived: HRM 498

**Course Descriptions for the HRM**

<table>
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<td>3</td>
</tr>
<tr>
<td>HRM 498 Strategic Human Resource Management and Emerging Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 434 Employment Law</td>
<td>3</td>
</tr>
</tbody>
</table>

**Employment Law**

This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrongful discharge.
The Graduate Human Resources Management Certificate Program addresses the challenges of the human resource profession.

Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/g-hrm.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the G-HRM

HRM 546 .................................................................................3 credits
Human Resource Law
HRM 558 .................................................................................3 credits
Research in Human Resource Management
HRM 548 .................................................................................3 credits
Recruitment and Retention Practices
HRM 552 .................................................................................3 credits
Organizational Training and Development
HRM 595 ~ ................................................................................3 credits
Human Resource Capstone Course

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the G-HRM

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

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HRM 324 .................................................................3 credits
Total Compensation
This course explores topics in basic total compensation design and decision-making. It will provide the student with knowledge and skills required for planning, developing, and administering total compensation programs that are compliant with government laws and regulations. Topics include: wage decisions, budgeting, benefits, incentive plans, and retirement plans.

HRM 420 .................................................................3 credits
Human Resource Risk Management
This course introduces students to risk management in a human resources department context. The course introduces basic risk management concepts that the student can apply to HR responsibilities of an organization to avoid or mitigate potential liabilities. Topics will include health and safety, security, crisis management, legal compliance, employment and discrimination issues.

HRM 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.

HRM 498 .................................................................3 credits
Strategic Human Resource Management and Emerging Issues
This course focuses on strategic HR management and key issues that are opportunities and challenges for the HR function. The course explores how to align human resource management (HRM) with business strategies, and the emerging issues facing business. Students will evaluate the HRM competencies and leadership skills needed for a strategic HRM plan. Students will examine what strategic HRM planning is and how to do it, as well as learning how to manage the necessary change in emerging business environments. The course will define the new roles and expectations of companies for the HRM functions.
Certificate Completion Requirements for the G-HRM
Credit Bearing Certificate completion requirements are the following:
• Completion of a minimum of 15 credits.
• All students must meet residency requirements.
• A minimum grade point average (GPA) of 3.0.
• The 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.

Residency Requirements and Course Waivers for the G-HRM
Completion of a minimum of 12 credits of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students who have completed a graduate University of Phoenix course work that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally approved or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course may not be waived: HRM 595

Course Descriptions for the G-HRM

HRM 546 ................................................................................. 3 credits

Human Resource Law
This course prepares human resource managers to comply with human resource laws and regulations across all jurisdictions. Students learn how to manage human resource functions within a regulatory environment. Other topics include laws and regulations related to the following: workforce planning and employment, human resource development activities, compensation and benefits, labor relations, and workplace safety.

HRM 558 ................................................................................. 3 credits

Research in Human Resource Management
This course applies research methods to human resource functions. Students learn to use quantitative analysis and secondary research to recruit and select employees to meet organizational goals. Other topics include forecasting, evaluation of selection tests, application of selection tests, interviewing techniques, techniques to assess training program effectiveness, job evaluation methods, and external labor market analysis.

HRM 548 ................................................................................. 3 credits

Recruitment and Retention Practices
This course prepares students to evaluate and develop a workforce to attain organizational goals. Students learn to develop total reward strategies that attract and retain the best employees. Other topics include recruitment strategies, workforce planning and assessment, relocation practices, right sizing, negotiation, employment policies, and global compensation practices.

HRM 552 ................................................................................. 3 credits

Organizational Training and Development
This course applies development and training concepts to enhance organizational performance. Students develop an employee engagement strategy. Other topics include training program development & delivery, employee relations, organizational development theories and applications, behavioral issues, and performance management.

HRM 595 ................................................................................. 3 credits

Human Resource Capstone Course
This content area capstone course applies human resource concepts to improve organizational effectiveness within the framework of employment laws and regulations. Students apply existing professional standards and theories to human resource management. Other topics include the alignment of human resource strategy with the organization, global workforce planning, career and leadership development, and performance analysis and appraisal.

Graduate Accounting Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

Students in the Graduate Accounting Certificate will develop an understanding of accounting concepts and applications. Students will also become competent in the use of appropriate analytical tools and technologies. They will be sensitive to legal, ethical, and social values in the conduct and communication of accounting practice and decisions. In addition, students will have an understanding of a portion of the topics required in preparation for the CPA exam: Audit & Attestation, Financial Accounting & Reporting, Regulation, and Business Environment & Concepts.

The Graduate Accounting Certificate is designed for students who want to enhance their accounting management skills, enter the accounting profession, or complete additional coursework required for the CPA exam.

While completing this certificate program, students who may be planning to take the CPA exam will utilize CPA Test Preparation software in conjunction with their course work.

Note: Each state sets forth standards required to be eligible to take the CPA exam and apply for licensure or certification as a CPA. While this program was designed with consideration for the standards proposed by the National Association of State Boards of Accounting (NASBA), the University of Phoenix cannot, and will not, provide any assurance that completion of this program will allow a successful
Students must select 3 courses from the following list:

### Required Course of Study for the G-ACC

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 530</td>
<td>3 credits</td>
</tr>
<tr>
<td>Communications for Accountants</td>
<td></td>
</tr>
<tr>
<td>ACC 537</td>
<td>3 credits</td>
</tr>
<tr>
<td>Financial Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 541</td>
<td>3 credits</td>
</tr>
<tr>
<td>Accounting Theory and Research</td>
<td></td>
</tr>
<tr>
<td>Students must select 3 courses from the following list:</td>
<td></td>
</tr>
<tr>
<td>ACC 542</td>
<td>3 credits</td>
</tr>
<tr>
<td>Accounting Information Systems</td>
<td></td>
</tr>
<tr>
<td>ACC 543</td>
<td>3 credits</td>
</tr>
<tr>
<td>Managerial Accounting &amp; Legal Aspects of Business</td>
<td></td>
</tr>
<tr>
<td>ACC 544</td>
<td>3 credits</td>
</tr>
<tr>
<td>Internal Control Systems</td>
<td></td>
</tr>
<tr>
<td>ACC 545</td>
<td>3 credits</td>
</tr>
<tr>
<td>Financial Reporting</td>
<td></td>
</tr>
<tr>
<td>ACC 546</td>
<td>3 credits</td>
</tr>
<tr>
<td>Auditing</td>
<td></td>
</tr>
<tr>
<td>ACC 547</td>
<td>3 credits</td>
</tr>
<tr>
<td>Taxation</td>
<td></td>
</tr>
<tr>
<td>ACC 548</td>
<td>3 credits</td>
</tr>
<tr>
<td>Not-for-Profit &amp; Government Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 556</td>
<td>3 credits</td>
</tr>
<tr>
<td>Forensic Accounting</td>
<td></td>
</tr>
<tr>
<td>ACC 557</td>
<td>3 credits</td>
</tr>
<tr>
<td>Accounting Ethics</td>
<td></td>
</tr>
<tr>
<td>ETH 557</td>
<td>3 credits</td>
</tr>
<tr>
<td>Accounting Ethics</td>
<td></td>
</tr>
</tbody>
</table>

The University reserves the right to modify the required course of study.

### Additional Admission Requirements for the G-ACC

All applicants to this certificate program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- Applicants must have access to a suitable work environment for the completion of course assignments.

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

### Certificate Bearing Completion Requirements for the G-ACC

Credit bearing certificate completion requirements are the following:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students who complete the Graduate Accounting Certificate and wish to enroll in the MSA program can apply courses towards the MSA program requirement.

The certificate awarded for the G-ACC program will read as follows: Graduate Accounting

### Residency Requirements and Course Waivers/Competency for the G-ACC

Completion of a minimum of 12 credit of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

Students who have completed graduate UOPX course work that meets the requirements for the Graduate Accounting Certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, college or university;
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a “B” (3.0) or better; and
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Accounting Theory & Research (ACC 541) may not be waived.

### Competency Course Satisfaction for the G-ACC

Eligible students may satisfy the two competency courses: (ACC 537, COM 530) using one of the following methods:

- Six (6) semester credits of upper-division undergraduate coursework or three (3) semester credits of graduate coursework in financial accounting that meets the following requirements will satisfy ACC 537:
  - The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,
  - The coursework must have been completed with a C- or better, within the past ten (10) years of application to the University.
• A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in this certificate program.

• Six (6) semester credits of upper-division undergraduate coursework or three (3) semester credits of graduate coursework in communications that meets the following requirements will satisfy COM 530:
  • The coursework must have been completed at a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university.
  • The coursework must have been completed with a C- or better, within the past ten (10) years of application to the University.
  • A Competency Waiver Request Form must be submitted listing six semester credits of upper division undergraduate coursework or three semester credits of graduate coursework and the competency courses requested to be satisfied as some students may wish to complete one or more of the competency courses to improve their ability to succeed in this certificate program.

Course Descriptions for the G-ACC

COM 530 .................................................................................. 3 credits
Communications for Accountants
In this course, students examine principles and practices of group communication in the context of the organization. Topics include an overview of group communication, culture and conflict, group formation, influence in organizational communication, organizational change, formal communications, and public communications.

ACC 537 .................................................................................. 3 credits
Financial Accounting
In this course, students are introduced to the basic concepts and methods used in corporate financial statements for information of investors and other interested external parties. Topics include University of Phoenix tools, basic accounting concepts, financial statements, inventory and fixed assets, present value of bonds and stockholders’ equity, statement of cash flows, and error correction and accounting changes.

ACC 541 .................................................................................. 3 credits
Accounting Theory & Research
This is the first core course in the Master of Science in Accounting (MSA). In this course, students apply accounting research tools to current accounting issues. Other topics include research of accounting questions related to: inventory, fixed assets, leases, derivative instruments, debt, contingencies, segment reporting, pensions, business combinations, consolidations, stockholder’s equity, and a program overview.

ACC 542 .................................................................................. 3 credits
Accounting Information Systems
In this course, students examine the fundamentals of accounting systems design. Topics include business information systems, business processes and data flows, database concepts and tools, internal control and risks, auditing information system, and using the information system to perform audit functions.

ACC 543 .................................................................................. 3 credits
Managerial Accounting & Legal Aspects of Business
In this course, students examine managerial accounting as part of the business’s accounting information system and legal aspects of the business enterprise. Topics include managerial accounting and capital budgeting, cost analysis; management planning and control, negotiable instruments, secured transactions, debtor/creditor relationships, property and insurance, and legal aspects of employment and environment.

ACC 544 .................................................................................. 3 credits
Internal Control Systems
In this course, students gain a broad perspective of accounting and control that considers attainment of all goals of the organization, including those concerned with financial objectives. Topics include an overview of control, risk management, internal control systems, controls for current asset functions, controls for other accounting classifications, controls for information technology systems, and reporting on controls.

ACC 545 .................................................................................. 3 credits
Financial Reporting
This course prepares students to address concepts of financial reporting for roles as CPAs. Students learn important criteria for calculating capital changes, applying concepts of fixed assets and cost determination, and preparing consolidated financial statements. Other topics include the professional responsibilities of CPAs, deferred taxes, cash flow statements, balance sheet preparation, restructuring of troubled debt, and the intricacies of comprehensive income.

ACC 546 .................................................................................. 3 credits
Auditing
In this course, students focus on the auditing practice performed by public accountants. Topics include the CPA profession and the auditor’s role, planning the audit, audit and required communications, evaluating internal controls, audit programs for current assets and liabilities, and audit programs for other business cycles.

ACC 547 .................................................................................. 3 credits
Taxation
In this course, students develop an understanding of the taxation of business entities and the individuals who own those entities. Topics include tax entities, property transactions, calculating basis, gains and losses, alternative minimum tax, S-corporations and partnerships.

ACC 548 .................................................................................. 3 credits
Not-for-Profit & Government Accounting
In this course, students receive an overview of the budgeting, accounting, financial reporting, and auditing required of government and not-for-profit organizations. Topics include the governmental accounting, accounting records in government, fund allocation, government-wide reporting, not-for-profit accounting, and governmental performance measures.
ACC 556 .................................................................3 credits
Forensic Accounting
In this course, students are introduced to the conduct of fraud examinations, including a discussion of specific procedures used in forensic accounting examinations and the reasoning behind these procedures. Topics include an overview of fraud and abuse, forensic evidence, substantive procedures for cash outflow irregularities, substantive procedures for asset irregularities, financial statement fraud, and examination reporting.

ACC 557 .................................................................3 credits
Accounting Ethics
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

ETH 557 ..................................................................3 credits
Accounting Ethics
In this course, students focus on core values of the accounting profession such as ethical reasoning, integrity, objectivity, and independence. Topics include economics, price and consumer behavior, business and accounting issues, ethics and information technology, and professional standards.

MKT 544 ~.........................................................3 credits
Integrated Marketing Communications

MKT 554 ~.........................................................3 credits
Consumer Behavior

MKT 552 ~.........................................................3 credits
Technology Applications and e-Marketing

MKT 562 ~.........................................................3 credits
Advanced International Marketing

MKT 593 ~.........................................................3 credits
Product Design and Development

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the GMKT
All applicants to this program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- Applicants must have access to a suitable work environment for the completion of course assignments.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the GMKT
Credit Bearing Certificate completion requirements are the following:
- Completion of a minimum of 18 credits.
- A minimum grade point average (GPA) of 3.0.
- The certificate awarded for the G-MKT program will read as follows: Graduate Marketing.

Residency Requirements and Course Waivers for the GMKT
Completion of a minimum of 12 credit of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students who have completed graduate University of Phoenix course work that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course in the Required Course of Study may not be waived: MKT 583

Course Descriptions for the GMKT

MKT 571 .......................................................... 3 credits
Marketing
This course prepares students to apply marketing concepts to create and sustain customer value. Students learn to solve marketing problems in a collaborative environment. Topics include market research, customer relationships, branding, market segmentation, product development, pricing, channels, communications, and public relations.

MKT 554 .......................................................... 3 credits
Integrated Marketing Communications
This course prepares students to apply integrated marketing communications as part of a strategic marketing plan. Students evaluate how marketing communication tools build brand value. Topics include advertising, promotions, public relations, sales, and direct marketing.

MKT 552 .......................................................... 3 credits
Consumer Behavior
This course prepares students to apply buyer behavior theories in the marketplace. Students evaluate how demographic, psychological, and socio-cultural issues contribute to buyer behavior. Topics include consumer preference, brand perception, attitude formation, persuasion, motivation, and consumer protection.

MKT 554 .......................................................... 3 credits
Technology Applications and e-Marketing
This course prepares students to integrate technology in marketing functions. Students design the organization and content of a website to accomplish one or more marketing objectives. Topics include basics of the World Wide Web, bandwidth, servers and storage, e-Marketing, e-Commerce, and targeting customers.

MKT 562 .......................................................... 3 credits
Advanced International Marketing
This course prepares students to develop and manage a marketing strategy in an international business environment. Students evaluate case studies of previous product launches and current research to create a launch strategy for a specific country. Topics include distribution systems, socio-cultural perspectives, business customs, product and service adaptations, and pricing issues.

MKT 593 .......................................................... 3 credits
Product Design and Development
In this content area capstone course students design an innovative product or service that satisfies an unmet consumer need. Students use research methods to identify opportunities or new product features that reflect the latest market trends. Topics include market environmental analysis, marketing strategy, the marketing process, product development, ethics and social responsibility, innovation and diffusion, pricing strategy, and strategic marketing issues.

Graduate Project Management Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

Students in the Graduate Project Management Certificate program will develop an understanding of project management concepts, applications, and the five processes that define project management. Students will collaboratively create an organizational project plan using Microsoft Project® software. The concentration is based on standards as tested by the Project Management Professional (PMP) certification examination.

The Graduate Project Management Certificate program is designed for students who want to enhance their project management skills, become project managers, or complete additional coursework in preparation for Project Management Professional (PMP) certification.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the G-PM

MGT 521 .......................................................... 3 credits
Management

PM 571 ~ ...................................................... 3 credits
Project Management

PM 582 ~ ...................................................... 3 credits
Project Leadership

PM 584 ~ ...................................................... 3 credits
Project Risk Management

PM 586 ~ ...................................................... 3 credits
Project Quality Management

PM 598 ~ ...................................................... 3 credits
Project Management Capstone

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the G-PM

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each College.

All applicants are expected to meet the following admissions requirements:
• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e. JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• Applicants must have access to a suitable work environment for the completion of course assignments.

• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the G-PM
Credit Bearing Certificate completion requirements are the following:
• Completion of a minimum of 18 credits.
• All students must meet residency requirements.
• A minimum grade point average (GPA) of 3.0.
• The certificate awarded for this program will read as follows: Graduate Project Management

Residency Requirements and Course Waivers for the G-PM
Completion of a minimum of 15 credits of the required course of study to meet University residency requirements. Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. Students who have completed graduate University of Phoenix coursework that meets the requirements for this certificate, may apply credits earned. However, students must still meet program residency requirements.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: MGT 521, PM 598

Course Descriptions for the G-PM
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.

PM 571......................................................................................3 credits
Project Management
This course integrates the five processes that define project management. Students will design a project management plan to accomplish an organizational objective. Other topics include project initiation, budgeting, communications, execution, team management, control, and closure.

PM 581......................................................................................3 credits
Project Leadership
This course prepares students to lead a project to successful conclusion. Students will create a plan to lead change during project execution. Other topics include integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

PM 582......................................................................................3 credits
Project Risk Management
This course applies risk management concepts to project execution. Students will create contingency plans for a project. Other topics include risk identification, qualitative analysis, quantitative analysis, response planning, monitoring & control, and proactive planning.

PM 583......................................................................................3 credits
Project Quality Management
This course applies quality control techniques to project development and implementation. Students will create a continuous quality improvement plan for projects within an organization. Other topics include scheduling, quality planning, quality assurance, scope management, schedule control, and quality control.

PM 598......................................................................................3 credits
Project Management Capstone
In this concentration capstone course, students will design a project to meet an organizational need. Students will collaboratively create a project plan using Microsoft® Project software. Other topics include Project Management Professional (PMP) certification preparation.
CERTIFICATE PROGRAMS FOR THE COLLEGES OF ARTS AND SCIENCES

Graduate Health Care Informatics Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

This certificate program is designed for health care and nurse professionals interested in pursuing or advancing in careers associated with health care informatics and technology. Individuals with little or no background in Informatics receive an overview of informatics as it relates to delivery within a health care facility. The program is designed to provide the learner with current knowledge in concepts of health care informatics, systems life cycle, and data management. The 10 credit-bearing specialization is available as a certificate program for post-baccalaureate students. The four courses in the informatics specialization certificate program are available at campuses offering nursing or health care degree programs using a variety of delivery methods.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/hci.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the HCI

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 504 Introduction to Graduate Study in Health Sciences/Nursing</td>
<td>1</td>
</tr>
<tr>
<td>HCI 500 Concepts of Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>HCI 510 Systems Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>HCI 520 Data Management and Design</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Admission Requirements for the HCI

All applicants to this certificate program are expected to meet the following additional admission requirements:

- Completion of an undergraduate degree or the entire University of Phoenix BSN or BSHCS Required Course of Study with a minimum GPA of 2.5 or better verified by providing an official transcript.
- A minimum of one year of full-time post high school healthcare work experience.
- Current employment in a nursing or healthcare role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.

Certificate Completion Requirements for the HCI

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 10 credits
- A minimum University program grade point average (GPA) of 3.0.

Residency Requirements and Course Waivers for the HCI

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 7 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in a HCI Certificate Program, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following course will not be waived from the certificate program: HCS 504.

Course Descriptions for the HCI

HCS 504 Introduction to Graduate Study in Health Sciences/Nursing

This course provides new graduate students in the college with an introduction to strategies for success within the University’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

HIC 500 Concepts of Health Care Informatics

This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

HIC 510 Systems Life Cycle

This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, implementation and evaluation.
**Gerontology Health Care Certificate Program**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

This program is designed to provide health care professionals with diverse interdisciplinary backgrounds with the knowledge and process of aging. Content is designed to provide students with relevant information related to the physical, mental, and social aspects of gerontology as well as human services, economic and legal factors that influence elders.

With an emerging proportion of older adults in our society there is a growing market for aging services which are fueled by products and services for well elders as well as those elders compromised by chronic illnesses or disabilities. Career opportunities are increasing and are not limited to just long term care. Business, industry, community health, federal and local governments and professional organizations will look to include workers prepared to understand the needs of this population as a major consumer of their products and services.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/ghc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the GHC**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 548</td>
<td>Data Management and Design</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

Take

- HCS 548: Data Management and Design
- HCS 551: Social and Cultural Aspects of Aging
- HCS 553: Biological and Psychological Aspects of Aging
- HCS 565: Organization and Management of Aging Services

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the GHC**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- All applicants must be currently employed in a suitable health/health related environment or have access to a suitable health/health related work environment for the completion of course assignments.
- A minimum of one year full-time post-high school work experience.

**Certificate Completion Requirements for the GHC**

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 12 credits.
- All students must meet residency requirements as set by the Dean for each Certificate program.
- A minimum certificate program grade point average (GPA) of 3.0.
- Upon successful completion of HCS 548, HCS 551, HCS 557, and HCS 565, the student can submit a certificate application for GHC, as well as use these courses towards their MHA/GER program requirements. University residency applies with both programs, but students will be considered to have met program residency.
- Students enrolled in the courses as part of their degree will not be able to then request these courses as an additional certificate.

**Course Waivers for the GHC**

MHA/GER students may dual enroll in this program and submit a certificate application upon successful completion of HCS 548, HCS 551, HCS 557, and HCS 565. The courses may apply to both, the GHC and MHA/GER required course of study. University residency applies to both programs, but students will be considered to have met program residency.

Students in the Gerontology Health Care Certificate Program may waive a maximum of three (3) credits from their program.

In order to waive a course in a Professional Certificate Program, the student must have completed a previous course which meets the following criteria:

- The course must have been completed and transcripted from a regionally or approved nationally accredited, foreign equivalency, or candidate for accreditation, college or university,
- The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e., graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Course Descriptions for the GHC

HCS 548 Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspects of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 551 Biological and Psychological Aspects of Aging
This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that affect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

HCS 557 Social and Cultural Aspects of Aging
This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.

HCS 565 Organization and Management of Aging Services
This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for maturing adults. Topics include community programs, policy, institutional services, religious-based and other nonprofit resources, contracted service providers, and residential facilities.

Academic Progression Requirements for all Current Nursing Programs (excluding BSN/I)

Any student who demonstrates behaviors in a clinical, classroom, or laboratory setting that gives rise to a reasonable suspicion, of substance abuse or otherwise indicates that the student may be impaired by drugs or alcohol, without reasonable justification will be required to undergo a "for-cause" 10 panel, plus alcohol drug test.

• For purposes of this policy, the following definitions apply:
  • Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens from the human body for the purpose of detecting the use of drugs or alcohol.
  • Reasonable suspicion means evidence which forms a reasonable basis for concluding that it is more likely than not that a person is impaired by alcohol or drugs or has engaged in substance abuse. Facts which could give rise to reasonable suspicion include, but are not limited to: the odor of alcohol or drugs, impaired behavior such as slurred speech, decreased motor coordination, difficulty in maintaining balance, marked changes in personality or job performance, and unexplained accidents, without reasonable justification. Such evidence may come from a professional or expert opinion, layperson opinion, scientific tests, or other sources or methods.
  • Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants; depressants; narcotic or hallucinogenic drugs; cannabis substances, such as marijuana and hashish; cocaine; heroin; methamphetamine; phencyclidine (PCP); and so-called designer drugs and look-alike drugs.
  • Impaired means that a person’s mental or physical capabilities are reduced below his or her normal levels without reasonable justification. An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon alcohol or illegal drugs.
  • Substance abuse means: the consumption, possession, or distribution of alcohol or illegal drugs by any nursing student while on University...
or affiliated clinical site premises or while participating in
any University (or affiliated clinical site) sponsored or
related activity, including any nursing-related course or
clinical training activity.
• a nursing student’s use of alcohol or any drug in such a
way that the student’s performance in any nursing course,
including activities at any clinical site, is impaired.
• Prior to being assigned to a clinical placement and as a
prerequisite for placement at any agency or health care facility
the nursing student shall sign an agreement:
• to abide by the drug policies and drug testing policies of the
University and each agency or health care facility in which a
student is assigned as applicable,
• to submit to any ‘for cause’ drug testing required by the
University and testing required by each agency or health
care facility the nursing student obtains clinical hours, and
• to release a copy of any and all drug test results to the
University of Phoenix, Dean/Associate Dean of Nursing,
other appropriate University officials, and to any State
Board(s) of Nursing in which the student holds a nursing
license or certificate, where required by the relevant State
Board(s) of Nursing.
Failure to sign such agreement is grounds for refusal for
student admission and progression in the program.
• The College of Nursing requires students to obtain a 10 panel,
plus alcohol drug test if the student’s behavior in the clinical,
classroom or laboratory setting creates facts that give rise to a
reasonable suspicion of substance abuse, or indicates they are
impaired by alcohol or drugs.
• If the results of the 10 panel, plus alcohol drug test is negative
for alcohol or illegal drugs:
• The student shall meet with their Campus College Chair,
Director of Nursing, or NP Program Manager within 24
hours or by the first business day following the test results to
discuss the circumstances surrounding suspected behavior.
• The Campus College Chair, Director of Nursing, or NP
Program Manager will counsel the student regarding return
to the classroom and clinical agency. The preliminary
investigation will cease and the student will be released from
further action at that time.
• The Campus College Chair, Director of Nursing, or NP
Program Manager will arrange for the student to make up
the missed clinical hours.
• If the results of the 10 panel, plus alcohol drug test is positive for
alcohol or illegal drugs:
• A full review by the Office of Dispute Management and
Apollo Ethics and Compliance shall be conducted. Students
who test positive for alcohol or illegal drugs will not be
permitted to return to any clinical setting pending
conclusion of the review. The findings may result in student
dismissal from the nursing program and expulsion from the
University.
• The results of the positive test for alcohol or illegal drugs
shall be reported to the applicable State Board(s) of Nursing,
if required by the applicable State Board(s), by the Campus
College Chair, Director of Nursing, or NP Program Manager.
• If the results of the 10 panel, plus alcohol drug test(s) are
positive for a prescribed drug(s) but not those that would be
defined as illegal in the definitions above:
• The student shall, within three (3) business days, obtain a
written statement from their treating, licensed health care
provider (MD, DO, HMD, ND/NMD, NP or PA) stating that:
• the drug level is within prescribed limits.
• the level does not indicate abuse.
• the student’s use of the drug as prescribed will not interfere
with safe practice in the clinical area.
This statement must be provided to the Campus College Chair,
Director of Nursing, or NP Program Manager. If the statement is
approved, then the test result will be deemed acceptable and not
failed for these purposes.
• The failure of a student to provide the above statement or a
health care provider’s inability to provide a statement
meeting the requirements above shall be treated as a positive
test for an illegal drug.
• Students who refuse to submit to a “for-cause” drug test will not
be allowed to return to any clinical setting pending conclusion
of a full review by the Office of Dispute Management and
Apollo Ethics and Compliance. The findings may result in
dismissal from the nursing program and expulsion from the
University. The results of a positive test for illegal drugs as
defined herein or a refusal to undergo a required drug test will
be reported to the applicable State Board of Nursing where
required by the applicable State Board(s) of Nursing’s statute(s)
or regulation(s).
• Students must also adhere to any other additional policies
prescribed by the clinical agency. It is the sole responsibility of
the student to read and acknowledge the requirements of the
clinical health care facility in addition to University policy.
• All costs associated with the drug test, including any
transportation costs to or from the drug testing facility, will be
the responsibility of the student.
• University of Phoenix, College of Nursing, campus officials may
be required to report all failed drug tests to each State Board of
Nursing in which the student holds a nursing license or
certificate. Campus officials shall report test results to all
applicable State Boards of Nursing as described in the
applicable Board’s statutes and/or regulations.
Graduate Nursing/Health Care Education Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

This course series is designed for nursing and health care professionals interested in pursuing or advancing in careers as faculty in higher educational settings. Those with no background in higher education receive a strong foundation for the many dimensions of the faculty role. Current educators can update or expand their knowledge in curriculum development, assessment and evaluation, and instructional strategies.

This credit-bearing certificate program is for post-baccalaureate students. The four courses in the education specialization/certificate program are available at campuses offering nursing or health care degree programs using on ground and/or Flexnet delivery, as well as through the online campus.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/nhce.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Required Course of Study for the NHCE**

- HSN 548: Role of the Health Care/Nursing Educator ....................................................... 3 credits
- HSN 540: Using Effective Teaching Strategies ................................................................. 3 credits
- HSN 544: Design and Process of Curriculum Development .............................................. 3 credits
- HSN 552: Assessment and Evaluation of Learning .......................................................... 3 credits

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the NHCE**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- Completion of an undergraduate degree or the entire University of Phoenix BSN or BSHCS Required Course of Study with a minimum GPA of 2.5 or better verified by providing an official transcript.
- A minimum of one year full-time post-high school health care work experience.
- Current employment in a nursing or health care role or access to an appropriate healthcare organization environment in which to complete the work related course assignments.

**Certificate Completion Requirements for the NHCE**

Credit Bearing Certificate completion requirements are the following:

- Completion of a minimum of 12 credits.
- A minimum program grade point average (GPA) of 3.0.

**Minimum Grade Requirements for the NHCE**

- Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” in any of the following courses will be scholastically disqualified from the University.
- Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

**Residency Requirements and Course Waivers for the NHCE**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 6 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 6 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

**Course Descriptions for the NHCE**

- HSN 548: Role of the Health Care/Nursing Educator ....................................................... 3 credits

**Role of the Health Care/Nursing Educator**

Responsibilities of faculty within various higher education settings are explored. Trends and issues that impact the educator role within changing health care and educational environments are discussed. Topics such as technological, legal, ethical, and professional dynamics are included.

- HSN 540: Using Effective Teaching Strategies ................................................................. 3 credits

**Teaching and Learning Strategies**

This course will focus on the concepts of learning, cognitive, and psychomotor learning, and the principles of adult learning. Selection and development of teaching strategies that enhance and facilitate learning will be explored.
Design and Process of Curriculum Development

Development of curriculum for programs in higher education settings are examined. This course focuses on curriculum planning and design, as well as development of individual courses and their relationship to program mission, objectives, and outcomes.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

Administration and Supervision Certificate Program
(California)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Administration and Supervision Certificate Program prepares candidates for principal licensure. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision-making. An administrative practicum is an integral component of the program, providing candidates with a field-based experience in the various aspects of school administration and supervision.

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/asc.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections
Orientation, 0 Total Credits
ADMIN 500 ................................................................. 0 credits
Orientation to Administration and Supervision

Introductory Course, 1 Total Credit
COM 516 ................................................................. 1 credit
Professional Communications

Administrative Practicum, 3 Total Credits
ADMIN 594A ~ ........................................................... 1 credit
Administrative Practicum Part I: Instructional Leadership
ADMIN 594B ~ ........................................................... 1 credit
Administrative Practicum Part II: Organizational Management
ADMIN 594C ~ ........................................................... 1 credit
Administrative Practicum Part III: Professional Practice

Introduction to Principalship, 12 Total Credits
ADMIN 518 ~ ........................................................... 3 credits
Leadership and Collaborative Processes
ADMIN 570 ~ ........................................................... 3 credits
Equity, Diversity, and Access in Education

HSN 544 ................................................................. 3 credits
Design and Process of Curriculum Development

HSN 552 ................................................................. 3 credits
Assessment and Evaluation of Learning

Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.

Additional Admission Requirements for the ASC

All applicants are expected to meet the following admissions requirements:

- A Masters degree from a regionally accredited college or university or equivalent graduate degree earned at a recognized foreign institution.
- Three (3) years verified full-time teaching experience in P-12 setting (substitute or part-time service does not apply).
- The teaching or instructional experience must be as a contracted teacher in either a traditional or year-round public or private school.
- Teaching experience is defined as stand-up teaching or facilitation with a pre-school (P)-12 school-age population. The following constitutes teaching experience:

  * Verifiable (contracted) P-12 instructional classroom experience - 40 hours per week

- Verification of the following items:
  - Having passed or attempted the California Basic Skills Test (CBEST)
  - Certificate of Clearance
  - Current TB test

- Applicants must possess one of the following California credentials:
  - A valid California teaching credential requiring a baccalaureate degree and a program of professional preparation, including student teaching
  - A valid California Designated Subjects Teaching Credential provided the applicant also possesses a baccalaureate degree
• A valid California Pupil Personnel Services Credential, Teacher Librarian Services Credential, Speech-Language Pathology Services Credential, Clinical or Rehabilitative Services Credential, or a School Nurse Services Credential (Clear or Professional Clear level only), requiring a baccalaureate degree and a program of professional preparation, including field practice or the equivalent.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

• A cumulative grade point average (GPA) of 3.0 on the graduate degree posted transcript is required for admission.

Completion Requirements for the ASC

• Completion of a minimum of 31 credits.

• A minimum grade point average (GPA) of 3.0.

• Completion of Field Experience Observation Record (30-40 hours).

• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

• Completion of e-portfolio.

• The certificate awarded for this program will read as follows: Administration and Supervision

Academic Progression Requirements for the ASC

Candidates must complete and provide verification of the following academic progression requirements prior to practicum placement:

• Proof of passing score on the CBEST exam

Residency Requirements and Course Waivers for the ASC

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, ADMIN 594A, ADMIN 594B, ADMIN 594C

Minimum Grade Requirement for the ASC

A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses in order to student teach: ADMIN 594A, ADMIN 594B, ADMIN 594C

Candidates who earn less than a grade of “B” in any of these courses must complete a remediation plan and repeat the course.

If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Institutional Recommendation for the ASC

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR).

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Practicum Policies for the ASC

• The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.

• Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.

• Candidates must pass each Administrative Practicum course with a grade of “B” or better in order to avoid Scholastic Disqualification.

• Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

Field Experience for the ASC

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Note: The field experience hours are hours completed outside of the 240 hour Administrative Practicum experience.
Course Descriptions for the ASC

ADMIN 500 ................................................................................ 0 credits

Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Administration and Supervision Program. Students will be introduced to the program’s progression and degree completion requirements. Field experience, electronic resources, e-portfolios, and practicum will be discussed.

ADMIN 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.

ADMIN 594A ............................................................................. 1 credit

Administrative Practicum Part I: Instructional Leadership
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

ADMIN 594B ............................................................................. 1 credit

Administrative Practicum Part II: Organizational Management
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

ADMIN 594C ............................................................................. 1 credit

Administrative Practicum Part III: Professional Practice
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

ADMIN 518 ............................................................................. 3 credits

Leadership and Collaborative Processes
This course provides students with an overview of educational leadership and with an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams.

ADMIN 570 ............................................................................. 3 credits

Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

ADMIN 555 ............................................................................. 3 credits

School Policy and Law for Principals
This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices.

ADMIN 575 ............................................................................. 3 credits

Family, Community and Media Relations
This course examines tools and models for promoting positive school relations with families, the community, and local media. Candidates will study and practice techniques for involving stakeholders, using conflict resolution and decision making tools, forming business and community partnerships, and using public relations concepts to support school policy. Candidates also will participate in field experiences related to media and community relations.

ADMIN 524 ............................................................................. 3 credits

Supervision of Curriculum, Instruction and Assessment
This course examines principals’ responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

ADMIN 528 ............................................................................. 3 credits

Administration of Special Programs
This course provides an overview of various federal, state, nonprofit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

ADMIN 535C ............................................................................. 3 credits

Business and Facilities Management
In this course, candidates study the processes for managing business functions and school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

ADMIN 560 ............................................................................. 3 credits

Human Resources Management in Education
This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.
Online classroom at Online rates if the program is available via the states. Students may want to consider completing certain courses in the and other factors. Not all programs may be available to all residents of all more information.

Availability of programs and concentrations depend on student demand Phoenix campus locations: Online, depending on state of residence. The following certificate program may be offered at these University of

California Teachers of English Learners Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

This certificate program is aligned directly to the Candidate Competency Standards and the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL). The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CERT/CTEL), and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD).

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-ctel.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the CERT/CTEL

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADMIN 565</td>
<td>3</td>
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</table>

**School Improvement Processes**

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Candidates review the types of assessments that a school leader needs to be familiar with, and how a school leader can use assessment data to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

**California Teachers of English Learners Certificate**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MTE 502</td>
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</tr>
<tr>
<td>Orientation to the California Teachers of English Learners (CTEL) Program</td>
<td>3</td>
</tr>
<tr>
<td>ELD 502 ~</td>
<td>3</td>
</tr>
<tr>
<td>Foundations of Instruction for English Learners</td>
<td>3</td>
</tr>
<tr>
<td>ELD 504 ~</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of English Learners</td>
<td></td>
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<tr>
<td>ELD 506 ~</td>
<td>3</td>
</tr>
<tr>
<td>Understanding Language Acquisition &amp; Cognition</td>
<td>3</td>
</tr>
<tr>
<td>ELD 535 ~</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading &amp; Writing to English Learners</td>
<td></td>
</tr>
</tbody>
</table>

**Additional Admission requirements for the CERT/CTEL**

All applicants to this certificate program are expected to meet the following additional admission requirements:

- The Commission can only accept course work and degrees completed at regionally accredited institutions or an equivalent undergraduate degree earned at a recognized foreign institution. Degrees and course work must have been completed while the institution was regionally accredited in order for the Commission to consider them for Credentialling purposes.
- Students using foreign credentials when enrolling in a local campus program or Online program in the State of California must use a foreign credential evaluation service that is approved by the California state regulating board.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- Candidates entering this program must possess a valid California teaching credential, services credential, children’s center instructional permit, or children’s center supervision permit which authorizes the holder to provide instruction to pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults except the following:
  - Emergency credentials or permit;
  - Exchange credentials as specified in Education Code Section 44333;
  - District intern certificates as specified in Education Code Section 44325;
  - Sojourn certificated employee credentials as specified in Education Code Section 44856;
  - Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3.
- Access to an educational setting with English language learners.
- A signed CERT/CTEL New Student Checklist
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

**Certificate Completion Requirements for the CERT/CTEL**

- Completion of a minimum of 32 credits.
- A minimum program grade point average (GPA) of 3.0.
- Completion of the e-portfolio.

**Residency Requirements and Course Waivers for the CERT/CTEL**

Students may waive only three (3) credits from the program. Courses may only be waived with California Commission-approved CTEL course work.

**Institutional Recommendation for the CERT/CTEL**

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their program. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
### Course Descriptions for the CERT/CTEL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 502</td>
<td>Orientation to the California Teachers of English Learners (CTEL) Program</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

This course is designed to provide an orientation to the primary components of the California Teachers of English Learners (CTEL) Program. Students will be introduced to the program’s components and completion requirements. Electronic Resources, Field Experience, and E-Portfolio will be discussed.

| ELD 502 | Foundations of Instruction for English Learners | 3 credits |

This course discusses standardized and authentic assessments and assessment strategies in the areas of literacy and biliteracy development of English Learners. Issues associated with the interdependent relationship between teaching and assessment are addressed in addition to effective parental and/or community involvement in literacy development.

| ELD 504 | Assessment of English Learners | 3 credits |

This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and authentic, will also be discussed with regard to appropriate use with English Learners. It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

| ELD 506 | Understanding Language Acquisition and Cognition | 3 credits |

This course examines language structure and use, second language acquisition theories, and the nature of cognitive and affective language development to assist the teacher of the English Learner. The course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It also examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning and thought processes.

| ELD 535 | Teaching Reading and Writing to English Learners | 3 credits |

This course examines literacy issues related to the acquisition of English and the use of home language by English Learners (EL) in all second language programs. It also presents processes and strategies to enhance the biliteracy skills of English Learners.

### Transition to Teaching Certificate-Elementary (Indiana)

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Transition to Teaching program with specializations in elementary and secondary is designed for individuals interested in gaining the knowledge and expertise required in the field of teaching. The program is an alternative route program to licensure designed to meet the academic requirements established for state licensure. The program curriculum is focused on educational foundations, classroom management, instructional methods, assessment, and diversity. This program also includes field experiences and a full-time student teaching experience.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

### Program Requirements for the certificate program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
<td>0 credits</td>
</tr>
</tbody>
</table>

| MTE 508 | Models, Theories and Instructional Strategies | 3 credits |

| SPE 514 | Maintaining an Effective Learning Climate | 2 credits |

| MTE 520 | Survey of Special Populations | 3 credits |

| RDG 530 | Curriculum, Constructs & Assessment: Reading/Language Arts | 4 credits |

| RDG 535 | Diagnosis and Remediation of Reading Difficulties | 3 credits |

| MTE 531 | Curriculum, Constructs & Assessment: History & Social Science | 2 credits |

| MTE 532 | Curriculum, Constructs & Assessment: Science & Mathematics | 4 credits |

| ELM 525 | Elementary Student Teaching | 3 credits |

The University reserves the right to modify the required course of study. Program requirements are subject to change based on Department of Education or University Policy.
Additional Admission Requirements for the certificate program
All applicants to this endorsement program are expected to meet the following additional admission requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution’s candidacy period is not acceptable for admission.
- A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.
- Students with a GPA of 2.5 - 3.0 on their undergraduate degree posted transcript can be admitted if they also have five (5) years of professional experience.
- A signed Indiana Transition to Teaching New Student Checklist.
- Students who reside outside of the US or US Territory are not eligible to apply.

Academic Progression Requirements for the certificate program
Transition to Teaching candidates must meet the following proficiency requirements prior to beginning the student teaching course in the program. Evidence of these proficiencies must be uploaded to the Transition to Teaching DRF in the e-portfolio.

- Demonstration of basic skills proficiency.
  - Passing score on PRAXIS I: the Pre-Professional Skills Test
  - Completion of dispositions assessments
  - Verification of current criminal background check.
Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.

Passing scores on the designated state content knowledge exam (Praxis II: elementary content or secondary content area specific)

Minimum Grade Requirements for the certificate program
A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: ELM 525
Candidates who earn less than a grade of “B” in any of these courses must complete a remediation plan and repeat the course.
Candidates must earn a “B” or better in student teaching in order to complete the Transition to Teaching program. Candidates who do not earn a “B” or better will be required to repeat the seminars and student teaching.
If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Completion Requirements for the certificate program
The completion requirements are as follows:

- Completion of a minimum of 24 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of required practicum/student teaching courses.
- Completion of Field Experience Observation Record (50 hours).
- Completion of the e-portfolio
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

Institutional Recommendation for the certificate program
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).

Out-of-state institutional recommendations cannot be issued for graduates of this program. The Transition to Teaching Certificate program is only eligible for an in-state (Indiana) institutional recommendation. Candidates with out-of-state institutional recommendations may obtain a letter of verification that they completed an alternative route program recognized by the Indiana Department of Education for initial licensure.

Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate 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.
- Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.

Residency Requirements and Course Waivers for the certificate program

- Students may not waive any credits from the required course of study on the basis of prior graduate-level college coursework.
- Student teaching may not be waived. However, candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Student who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in the grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.

Student Teaching for the certificate program

- Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
- Students must complete student teaching hours as noted below:
  - Elementary candidates must complete three (3) semester hours of supervised student teaching.
Course Descriptions for the certificate program

MTE 507 .................................................................................... 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.

MTE 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.

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.

RDG 530 .................................................................................... 4 credits
Remediation and Diagnosis of Reading Difficulties
This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students’ contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.

RDG 533 .................................................................................... 3 credits
Curriculum Constructs and Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 535 .................................................................................... 3 credits
Curriculum Constructs and Assessment: Reading and Language Arts
This course focuses on 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 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 and Math
This course focuses on the pedagogy and assessment strategies that enhance learning in science and mathematics. Integrated content, interdisciplinary teaching, and curriculum and assessment issues are emphasized. Multiple perspectives of students as learners of math and science are explored. This course provides students with an opportunity to develop the ability to evaluate and use instructional methods, curricular materials and resources, and appropriate assessment strategies.
ELM 525 ................................................................. 3 credits

**Elementary Student Teaching**

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

**Transition to Teaching Certificate - Secondary (Indiana)**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Transition to Teaching program with specializations in elementary and secondary is designed for individuals interested in gaining the knowledge and expertise required in the field of teaching. The program is an alternative route program to licensure designed to meet the academic requirements established for state licensure. The program curriculum is focused on educational foundations, classroom management, instructional methods, assessment, and diversity. This program also includes field experiences and a full-time student teaching experience.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

**Program Requirements for the certificate program**

MTE 507 ................................................................. 0 credits

Orientation to Teacher Education

MTE 508 ~ ............................................................. 3 credits

Models, Theories and Instructional Strategies

MTE 520 .............................................................. 3 credits

Maintaining an Effective Learning Climate

SPE 514 ~ ............................................................ 2 credits

Survey of Special Populations

ELEC 500 ~ .......................................................... 3 credits

Secondary Methods

RDG 542 ~ ............................................................ 3 credits

Curriculum, Constructs & Assessment: Reading Methods for Secondary Settings

SEC 525 ~ ............................................................ 4 credits

Secondary Student Teaching

Students in the CERT/T2T-S Certificate must choose 3 total credits from the following electives to meet the ELEC 500 requirement:

MTE 543 ........................................................................ 3 credits

Curriculum Constructs & Assessment: Secondary Visual & Performing Arts

MTE 544 ........................................................................ 3 credits

Curriculum Constructs & Assessment: Secondary Math

MTE 546 ........................................................................ 3 credits

Curriculum Constructs & Assessment: Secondary English/Language Arts

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 and Assessment: Global Languages

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

The University reserves her right to modify the required course of study. Program requirements are subject to change based on Department of Education or University Policy.

**Additional Admission Requirements for the certificate program**

All applicants to this endorsement program are expected to meet the following additional admission requirements:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. Degrees from nationally accredited institutions will not be accepted. All coursework for the Undergraduate degree must have been taken from a regionally accredited institution. Coursework taken during an institution's candidacy period is not acceptable for admission.

- Upon admission, students must have completed all but six (6) semester or nine (9) quarter credit hours in the areas as stated below. These additional six (6) credits must be completed prior to student teaching.

- Candidates with a content area in social studies must have completed all but nine (9) semester or 12 quarter credit hours upon admission.

- Candidates for the Secondary Teacher Education program must have a minimum of 24 credits in one of the following areas:
  - English: coursework must include advanced composition, linguistics, literature, communications
  - Mathematics: coursework must include analytic geometry and calculus, abstract and linear algebra, probability and statistics, geometry

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• Science: 24 credits in one of the following areas: life science, chemistry, earth/space science, physics, biology, general science (biology, chemistry, physics and earth/space), physical science (chemistry, earth/space, physics)
• Candidates for the Secondary Teacher Education program seeking a Social Studies license must select one (1) primary and at least two (2) supporting areas.
  Primary area = 18 credits
  Supporting area = 12 credits (2 supporting areas are required)
  • Economics
  • Geography
  • Government
  • Psychology
  • Sociology
  • United States History
  • World Civilization
  • An additional 10 credits of diversified social studies not taken from the candidate’s primary or supporting areas.
  • A cumulative grade point average (GPA) of 3.0 on the undergraduate degree posted transcript.
  • Students with a GPA of 2.5 - 3.0 on their undergraduate degree posted transcript can be admitted if they also have five (5) years of professional experience.
  • T2T-Secondary applicants must have passing scores on the designated state content knowledge exam (Praxis II: secondary content area specific)
  • A signed Indiana Transition to Teaching New Student Checklist
  • Students who reside outside of the US or US Territory are not eligible to apply.

Academic Progression Requirements for the certificate program
Transition to Teaching candidates must meet the following proficiency requirements prior to beginning the student teaching course in the program. Evidence of these proficiencies must be uploaded to the Transition to Teaching DRF in the e-portfolio.
• Demonstration of basic skills proficiency.
  • Passing score on PRAxis I: the Pre-Professional Skills Test
• Completion of dispositions assessments
• Verification of current criminal background check.
Some schools/districts may require candidates to provide verification of immunization or TB test results. Candidates must comply with the requirements of the district if they wish to work at that location.
Passing scores on the designated state content knowledge exam (Praxis II: elementary content)

Minimum Grade Requirements for the certificate program
A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: SEC 525 Candidates who earn less than a grade of “B” in any of these courses must complete a remediation plan and repeat the course.
Candidates must earn a “B” or better in student teaching in order to complete the Transition to Teaching program. Candidates who do not earn a “B” or better will be required to repeat the seminars and student teaching.
If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Completion Requirements for the certificate program
The completion requirements are as follows:
• Completion of a minimum of 18 credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of required practicum/student teaching
• Completion of Field Experience Observation Record (50 hours).
• Completion of the e-portfolio
• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

Institutional Recommendation for the certificate program
Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential).
Out-of-state institutional recommendations cannot be issued for graduates of this program. The Transition to Teaching Certificate program is only eligible for an in-state (Indiana) institutional recommendation. Candidates with out-of-state institutional recommendations may obtain a letter of verification that they completed an alternative route program recognized by the Indiana Department of Education for initial licensure.
Upon completion, candidates must complete a University of Phoenix Certificate Application in order to receive a certificate 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.
• Indiana candidates must provide verification of current CPR/AED/Heimlich certification prior to being recommended for their credential.
Residency Requirements and Course Waivers for the certificate program

• Students may not waive any credits from the required course of study on the basis of prior graduate-level college coursework.
• Student teaching may not be waived. However, candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Student who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in the grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.

Student Teaching and Field Experience for the certificate program

• Student teaching is a full-time experience. Each campus establishes operational policies related to placement and completion of student teaching. Candidates must follow the guidelines in place at their campus.
• Students must complete student teaching hours as noted below:
  • Secondary candidates must complete four (4) semester hours of supervised student teaching.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Student teaching can only be repeated one time.
• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.
• Candidates who do not successfully complete the second student teaching experience will be removed from the program and are not eligible for re-entry and are not eligible for admission to the MAED/TED pre-licensure programs.
• Candidates may be eligible to complete their student teaching in the classroom where they are currently employed as a full-time teacher. Students who are already teaching in an appropriate environment will be evaluated by a faculty supervisor in their classroom and will not have to seek additional placement for student teaching. Students must be teaching in a grade level and content area that corresponds with the certification they are pursuing. Students must complete the student teaching course and complete and upload the Teacher Work Sample.

Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.

Course Descriptions for the certificate program

MTE 507 .................................................................................................................... 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
MTE 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.
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.
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 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.
SEC 525 .................................................................................................................... 4 credits
Secondary Student Teaching
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decision making, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
MTE 543 .................................................................3 credits
Curriculum Constructs and Assessment: Secondary Visual and Performing Arts
This course explores the application of basic instructional methods to content areas and strategies of teaching the visual and performing arts in middle school and high school. Participants identify the educational needs of secondary students by exploring current instructional theory, National and state standards, assessment practices, and social issues that impact the arts in the classroom. The course also helps prospective educators develop skills in adapting delivery methods and behavior management plans for individual students and diverse populations. The course will also emphasize classroom management skills as they relate to visual and performing arts instruction.
MTE 544 .................................................................3 credits

Curriculum Constructs and Assessment: Secondary Mathematics
This course explores the secondary mathematics classroom, curriculum, and teaching and assessment strategies. Participants identify the educational needs of secondary students by exploring current instructional theory, National Council of Teachers of Mathematics Standards, state standards, and social issues that impact the mathematics classroom. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations. The course will also emphasize classroom management skills as they relate to mathematics instruction.
MTE 546 .................................................................3 credits

Curriculum Constructs & Assessment: Secondary English/Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 547 .................................................................3 credits

Curriculum Constructs & Assessment: Secondary History/Social Science
This course explores the application of basic instructional methods and strategies of teaching social studies in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional and assessment theory; national, state, and local standards; and social issues that are found in various social studies courses. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 548 .................................................................3 credits

Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.
MTE 550 ........................................................................3 credits

Curriculum Constructs and Assessment: Global Languages
This course explores the application of basic instructional methods to the content area of Global Languages in middle school and high school settings. Participants identify the educational needs of secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 551 ........................................................................3 credits

Curriculum Constructs and Assessment: Physical Education
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 Const & Asmt: Secondary Health Science
This course explores the application of instructional methods to the content area of Health Science in middle school and high school settings. Participants explore the contexts of societal issues, and of state, local, and national standards for the teaching of health science. They also examine current instructional theory, models, and strategies as they relate to instruction, assessment, and accountability. The course helps prospective educators to identify the educational needs of middle level and secondary students, and to develop skills in selecting and adapting delivery methods, external resources, and behavior management plans for diverse students.
MTE 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 areas, 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.
CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Visual Communication Certificate Program

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Visual Communication Certificate is available to undergraduate students not enrolled in the BSIT program who wish to expand their technical knowledge using software tools for Visual Communication. Student enrolling in the Visual Communication Certificate will learn the graphic design and technology tools to create visual communications that are relevant to organizations. Students in the Visual Communication Certificate will develop a diverse portfolio of rich media that can be used in Web sites, advertising, corporate reports, business presentations, instructional materials, animated movies and electronic publications that fulfill business and training needs.

For more information about our graduation rates, the median debt and training needs.

Multimedia Development

VCT 420 ~ ................................................................................ 3 credits

Electronic Publishing

VCT 320 ~ ................................................................................ 3 credits

Image Editing

VCT 310 ~ ................................................................................ 3 credits

Computers & Information Processing

CIS 319 ................................................................. 3 credits

Web Design

VCT 300 ~ ................................................................. 3 credits

Instructional Design

VCT 410 ~ ................................................................. 3 credits

Required Course of Study for the VC

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the VC

CIS 319 ................................................................. 3 credits

Computers & Information Processing

VCT 300 ~ ................................................................. 3 credits

Image Editing

VCT 310 ~ ................................................................................ 3 credits

Web Design

VCT 320 ~ ................................................................................ 3 credits

Electronic Publishing

VCT 410 ~ ................................................................. 3 credits

Instructional Design

VCT 420 ~ ................................................................. 3 credits

Multimedia Development

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the VC

All applicants to this certificate program are expected to meet the following additional admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

- All applicants must be currently employed or have access to a suitable work environment.

Certificate Completion Requirements for the VC

Certificate completion requirements for the CERT/VC program are as follows:

- Completion of a minimum of 18 credits.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.

Residency Requirements and Course Waivers for the VC

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix. Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, 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 request 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.

Course Descriptions for the VC

CIS 319 .....................................................................................3 credits

Computers and Information Processing
This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

VCT 300 .....................................................................................3 credits

Image Editing
This course is an introduction to image editing and its role in the disciplines of web design, electronic publishing and multimedia development. An overview is presented on file formats, composition, color, text design, retouching and manipulation of graphic and photographic images.

VCT 310 .....................................................................................3 credits

Web Design
This course focuses on the principles of good web design and the essential role of the web designer in today’s business environment. Topics covered include layout, style, artistic quality, navigation, performance, communication, community, e-commerce and marketing.

VCT 320 .....................................................................................3 credits

Electronic Publishing
This course presents the essential role of electronic publishing in the delivery of information to today’s businesses and consumers. Most of the course is concerned with methods and techniques involved in the electronic publishing of business presentations, corporate reports, newsletters, training materials, manuals and electronic books, but other information formats such as wikis and blogs are also considered.

VCT 410 .....................................................................................3 credits

Instructional Design
This course presents principles of instructional design. An instructional design methodology is presented that includes requirements analysis, performance objectives, performance measures, instructional strategies, storyboarding, design specifications, development, implementation and evaluation.

VCT 420 .....................................................................................3 credits

Multimedia Development
This course introduces the fundamentals of developing interactive, multimedia enriched content for delivery across alternative platforms such as the Internet, CDs and handheld devices. The focus is on the integration of animation, audio and video content to maximize communication.

Information Systems Security Certificate Program
The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Information Systems Security Certificate (CERT/ISS) is available to undergraduate students not enrolled in the BSIT program who wish to expand their technical knowledge using software tools for Information Systems Security. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-iss.

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Required Course of Study for the ISS

CIS 319 ~ ..................................................................................3 credits
Computers & Information Processing
NTC 360 ~ ..................................................................................3 credits
Network & Telecommunications Concepts
POS 420 ~ ..................................................................................3 credits
Introduction to UNIX
POS 427 ~ ..................................................................................3 credits
Windows Networking
CMGT 440 ~ ..................................................................................3 credits
Introduction to Information Systems Security
CMGT 430 ~ ..................................................................................3 credits
Enterprise Security
CMGT 432 ~ .......................................................... 3 credits
Introduction to Cryptography
CMGT 442 ~ .......................................................... 3 credits
Information Systems Risk Management

The University reserves the right to modify the required course of study.

Additional Admission Requirements for the ISS

All applicants to this certificate program are expected to meet the following admission requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- Applicants must be currently employed or have access to a work environment.

Certificate Completion Requirements for the ISS

Certificate completion requirements for the CERT/ISS program are as follows:

- Completion of a minimum of 24 credits.
- A minimum program grade point average (GPA) of 2.0.
- All students must complete the minimum number of credits required by their certificate program.

Residency Requirements and Course Waivers for the ISS

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 15 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 3 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, 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.
Course Descriptions for the ISS

CIS 319 ~.................................................................3 credits

**Computers and Information Processing**

This course introduces the fundamentals of computer systems and the role of information processing in today’s business environment. An overview is presented of information systems, systems development, operating systems and programming, database management, networking and telecommunications, and the Internet. This course is designed to provide the student with a thorough introduction to information processing and management, via computers, in a business environment. This course looks at the computer as a tool for use in the control of business information.

NTC 360 ........................................................................................................3 credits

POS 420 ........................................................................................................3 credits

**Introduction to UNIX**

This course is a survey of the UNIX operations. The student will gain an understanding of the internal operations of the UNIX system, which enables the user to make efficient use of files, file systems and processes. Commands for efficient management of UNIX system files, file systems and processes are also examined.

POS 427 ........................................................................................................3 credits

**Windows Networking**

This course is a survey of Windows Networking. Topics emphasize the structure and the various applications supported by Windows Networking. The course uses Windows 2000 simulations.

CMGT 440 .................................................................3 credits

**Introduction to Information Systems Security**

This course introduces security principles and issues that IT professionals must consider. The course surveys current and emerging security practices and processes as they relate to: information systems, systems development, operating systems and programming, database development and management, networking and telecommunications, and the Internet.

CMGT 430 ........................................................................................................3 credits

**Enterprise Security**

This course covers the managerial and technical considerations related to access controls, authentication, external attacks and other risk areas facing the enterprise. This course will also survey the techniques to prevent unauthorized computer and facility access as well the concepts for protecting the hardware and software assets of the enterprise.

CMGT 432 ........................................................................................................3 credits

**Introduction to Cryptography**

This course introduces cryptography and encryption concepts and how they are applied in real-world situations in order to implement strong and reliable security safeguards. This course will survey the various cryptography and encryption methods used in today’s information technology and communications environments as well as to review the considerations for selecting commercial products that support encryption technology.

CMGT 442 ........................................................................................................3 credits

**Information Systems Risk Management**

This course identifies and defines the types of risks that information systems professionals need to consider during the development and implementation of computer based information systems. This course will survey remedies and prevention techniques available to address the risk areas present. Organizational policies and current regulatory considerations will also be examined relative to development, implementation and use of computer based information systems.

**A+ Fundamentals Certificate**

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

This program is designed to help students become competent in the areas of computer hardware installation, configuration, maintenance, networking, file management, security, and troubleshooting.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/cert-aplus.

**Required Course of Study for the CERT/APLUS**

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Note: Although the completion of courses for this certificate program does not result in A+ certification, there are course materials available including simulations, hands-on exercises, and video lectures which the student can use for certification preparation if they choose to take the certification exam.

CIS 290 ........................................................................................................3 credits

**Personal Computer Hardware Support**

CIS 292 ~ ........................................................................................................3 credits

**Personal Computer OS Support**

The University reserves the right to modify the required course of study.

**Additional Admission Requirements for the CERT/APLUS**

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.
Certificate Completion Requirements for the CERT/APLUS

- No work experience is required.
- Students may not waive any credits in this certificate program.

Residency Requirements and Course Waivers for the CERT/APLUS

- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience is required.

Certificate Completion Requirements for the CERT/APLUS

Credit Bearing Certificate completion requirements are the following:
- Completion of the 6 credits in the Required Course of Study.
- All students must meet residency requirements as set by the Dean for each Certificate program. Students who have completed the courses required for this certificate program as part of a University of Phoenix degree program are not eligible to enroll in and earn this certificate.
- A minimum program grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as follows: A+ Fundamentals

Course Descriptions for the CERT/APLUS

CIS 290 ................................................................. 3 credits

Personal Computer Hardware Support

This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 292 ................................................................. 3 credits

Personal Computer OS Support

This course is an introduction to the fundamentals of personal computer operating systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recovery, and security.

Network+ Technologies Certificate

The following certificate program may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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.

This program is designed to help students become competent in the areas of managing, maintaining, troubleshooting, installing, and configuring basic network infrastructure. The program covers local area networks (LAN), wireless networking systems (W-LAN), and wide area networks (WAN).

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/netplus.

Required Course of Study for the NETPLUS

Course work requiring prerequisites are identified by a ~ symbol following the course number.

Note: Although the completion of courses for this certificate program does not result in Network + certification, there are course materials available including simulations, hands-on exercises, and video lectures which the student can use for certification preparation if they choose to take the certification exam.

NTC 245 ........................................................................ 3 credits

Foundation of Local Area Networks

NTC 247 ~ .................................................................. 3 credits

Wireless Networking Concepts

NTC 249 ~ .................................................................. 3 credits

Wide Area Networking Concepts

The University reserves the right to modify the required course of study.
Additional Admission Requirements for the NETPLUS

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.

• South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution's student website.

• Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.

• Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.

• No work experience is required.

Certificate Completion Requirements for the NETPLUS

• Completion of a minimum of 9 credits of the required course of study to meet University residency requirements.

• All students must meet residency requirements as set by the Dean for each Certificate program. Students who have completed the courses required for this certificate program as part of a University of Phoenix degree program are not eligible to enroll in and earn this certificate.

• A minimum grade point average (GPA) of 2.0.

• The certificate awarded for this program will read as follows: Network+ Technologies

Residency Requirements and Course Waivers for the NETPLUS

Students may not waive any credits in this certificate program. The following courses in the required course of study may not be waived: NTC 245, NTC 247 and NTC 249

Course Descriptions for the NETPLUS

NTC 245..................................................................................3 credits
Foundation of Local Area Networks
This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

NTC 247 ..................................................................................3 credits
Wireless Networking Concepts
This course explores concepts of wireless networking systems, including wireless networking and topologies; hardware protocols; hardware selection and implementation; interfaces with local-area network (LAN), metropolitan area network (MAN), and wide-area network (WAN) networks; basic wireless security; and network integration concepts.

NTC 249 ..................................................................................3 credits
Wide Area Networking Concepts
This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.

Cisco Networking Fundamentals

The following Cisco Networking Fundamentals (CCNA) certificate may be offered at these University of Phoenix campus locations: Online, depending on state of residence. 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 Cisco Networking Fundamentals certificate offers coursework designed to help students acquire the knowledge to install, configure and operate Local Area Network (LAN), Wide Area Network (WAN) as well as routing and switching implementations and management. This certificate covers the body of knowledge for the Cisco® Certified Network Associate (CCNA®) exam in preparing the student to install and configure Cisco® switches and routers in multiprotocol internetworks using LAN and WAN interfaces. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Preferred Sequence for the CCNA

CIT 245 ..................................................................................3 credits
Local Area Networking Fundamentals

CIT 249 ~ ..................................................................................3 credits
Wide Area Network Environment

CIT 274 ~ ..................................................................................3 credits
Routing and Switching Implementations

CIT 276 ~ ..................................................................................3 credits
Routing and Switching Management

The University reserves the right to modify the required course of study.

**Note: Students enrolled in this certificate program are ineligible to receive Federal Student Financial Aid.**
Additional Admission Requirements for the CCNA

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.
- South Carolina: Applicants attending a local campus in South Carolina must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit an Associate Degree posted transcript in lieu of the high school documentation. This may include a copy of a transcript or degree verification information from the institution’s student website.
- Nevada: Applicants attending a local campus in Nevada must submit a copy of their high school diploma, high school transcript with graduation posted, GED certificate, GED transcript with successful completion posted, CHSPE examination results or a letter on letterhead from the high school records office confirming the date of graduation. Students may submit a college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency to satisfy this requirement.
- Tennessee: Students residing in Tennessee who are attending classes via the Online modality and students attending a local campus in Tennessee, including from any cross-border locations, must provide the university with an official High School transcript or official GED score (if applicable). A college transcript which documents high school attended and date of completion or a copy of a DD-214 showing high school graduation or equivalency may be submitted to satisfy this requirement.
- No work experience is required.

Certificate Completion Requirements for the CCNA

- Completion of 12 credits in the Required Course of Study
- All students must meet residency requirements as set by the Dean for each Certificate program.
- A minimum grade point average (GPA) of 2.0.
- The certificate awarded for this program will read as follows:
  - Cisco Networking Fundamentals

Residency Requirements and Course Waivers for the CCNA

- Students may not waive any credits in this certificate program.
- The following courses in the required course of study may not be waived: CIT 245, CIT 249, CIT 274, CIT 276

Course Descriptions for the CCNA

CIT 245 ................................................................. 3 credits
Local Area Networking Fundamentals

This course addresses the fundamentals of local area networking (LAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.

CIT 249 ................................................................. 3 credits
Routing and Switching Implementations

This course provides students with the knowledge and skills necessary to implement and support a small to medium size network using wide area networking technologies. This course covers wide area networks (WAN) connections, network environment management, small network implementation, and medium sized switched network construction. It includes enabling the internet connection, router startup and configuration, and securing the expanded network.

CIT 274 ................................................................. 3 credits
Routing and Switching Management

This course provides students with the knowledge and skills necessary to design, build, and maintain routing and switching technologies. Instruction covers constructing medium-sized routed networks, implementing Single-Area Open Shortest Path First (OSPF) routing protocol, Enhanced Interior Gateway Routing Protocol (EIGRP), and applying Access Control Lists (ACLs). It includes a review of routing operations and implementing Variable Length Subnet Masking (VLSM).

CIT 276 ................................................................. 3 credits
Wide Area Network Environment

This course addresses the fundamentals of local area networking (WAN). Students will learn about Ethernet LANs, wireless LANs (WLAN), and LAN connections. This will include securing the network, transmission control protocol / internet protocol (TCP/IP), troubleshooting switches, WLAN security, and constructing a network address scheme.

This may include a copy of a transcript or degree verification information from the institution’s student website.

Certificate Awards

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations

The following agencies have supported the development of the certificate program that relates to their specific field:

- The Society for Human Resource Management (SHRM)
- Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)
- Call Center Industry Advisory Council (CIAC)
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# TUITION AND FEES

## UNDERGRADUATE (Online)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
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<tbody>
<tr>
<td>Online Single Course Application Fee (non degree seeking)</td>
<td>$45.00</td>
<td>At time of application.</td>
</tr>
<tr>
<td>Credit Recognition Program/Tuition Per Credit</td>
<td>$250.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>Online Tuition Per Credit Associates (9 weeks)</td>
<td>$395.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td></td>
<td>$585.00</td>
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<tr>
<td></td>
<td>$510.00</td>
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</tr>
<tr>
<td></td>
<td>$420.00</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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<tr>
<td>Directed Study Administrative 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>
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<tr>
<td>Electronic Course Materials Charge (if applicable)- Associates (9 weeks)</td>
<td>$90.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
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<tr>
<td>Electronic Course Materials Charge (if applicable)- Undergraduate</td>
<td>$95.00</td>
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<td>Electronic Course Materials Charge for DCE</td>
<td>$25.00</td>
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<tr>
<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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<td>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
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<td>Portfolio Submission Fee</td>
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<td>Per Assessed Credit Fee</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>
<td>Upon notification.</td>
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<tr>
<td>Diploma &amp; Transcript - Rush/Duplicate Fees</td>
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<td>If additional or missing material is needed to render an assessment decision, the student will be given 20 days to submit the documentation. All fees are due and payable within 30 days of portfolio completion and invoicing. Fees are non-refundable and subject to change.</td>
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<tr>
<td>2nd day delivery</td>
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<td>Duplicate Diploma</td>
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<td>Duplicate Certificate</td>
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<td>Transcript Rush</td>
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<td>Upon request.</td>
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*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
### GRADUATE (Online)

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<tr>
<th>Type of Fee</th>
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<th>When Due</th>
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<tbody>
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<td>Degree Program Application Fee</td>
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<td>At time of application.</td>
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<td>Single Course Application Fee (non-degree seeking)</td>
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<tr>
<td>Online Tuition Per Credit</td>
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<tr>
<td>Business and Technology</td>
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<td>Nursing</td>
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<td>Education</td>
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<tr>
<td>Doctoral</td>
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<tr>
<td>Directed Study Administrative Charge (non-refundable)</td>
<td>$ 75.00</td>
<td>When Directed Study course is scheduled.</td>
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<tr>
<td>Book and Materials Charges</td>
<td>Varies by course</td>
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<tr>
<td>Electronic Course Materials Charge (if applicable)- Graduate</td>
<td>$ 115.00</td>
<td>Due in accordance with the payment option</td>
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<tr>
<td>Electronic Course Materials Charge (if applicable)- Doctoral</td>
<td>$ 125.00</td>
<td>chosen in Financial Options Guide.</td>
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<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

## Southern Arizona Campuses
- **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

## Northern Nevada Campus
- **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

## Western Region
### Northern Nevada Campus
- **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

## Utah Campuses
- **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

## Plains Region
### Cheyenne Campus
- **Cheyenne Campus**
  - 4111 Greenway St.
  - Cheyenne, WY 82011-2150
  - 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
- **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 #366
  - Centennial, CO 80122
  - 303 256-4300
  - 303 794-4522 FAX
- **Southlands Learning Center**
  - 6105 South Main Street
  - Suite #200
  - Aurora, CO 80016-5361
  - 303 755-9090
  - 303 690-5550 FAX

## Plains Region
### Plains Region
- **Cheyenne Campus**
  - 4111 Greenway St.
  - Cheyenne, WY 82011-2150
  - 307 633-9900
  - 307 632-3158 FAX

## Southern Colorado Campus
- **Southern Colorado Campus**
  - 5725 Mark Dabling Blvd., Colorado Springs, CO 80919-2221
  - 719 599-5282
  - 719 593-9945 FAX

## Northern Nevada Campus
- **Northern Nevada Campus**
  - 10345 Professional Circle
  - Suite #200
  - Reno, NV 89521-5862
  - 775 828-7999
  - 775 852-3384 FAX

## 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
- **Southglenn Learning Center**
  - 6972 S Vine Street
  - Suite #366
  - Centennial, CO 80122
  - 303 256-4300
  - 303 794-4522 FAX

## Southlands Learning Center
- **Southlands Learning Center**
  - 6105 South Main Street
  - Suite #200
  - Aurora, CO 80016-5361
  - 303 755-9090
  - 303 690-5550 FAX

## Turnpike Campus
- **Turnpike Campus**
  - 8700 Turnpike Drive
  - Westminster, CO 80031-7030
  - 303 487-7155
  - 303 487-7161 FAX

## Southern Colorado Campus
- **Southern Colorado Campus**
  - 5725 Mark Dabling Blvd., Colorado Springs, CO 80919-2221
  - 719 599-5282
  - 719 593-9945 FAX
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<thead>
<tr>
<th>Campus Type</th>
<th>Location</th>
<th>Address</th>
<th>Phone Numbers</th>
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</thead>
<tbody>
<tr>
<td><strong>Colorado Springs Downtown Learning Center</strong></td>
<td>2 North Cascade Avenue Suite #100 Colorado Springs, CO 80903-1620</td>
<td>719 527-9000 719 527-4892 FAX</td>
<td></td>
</tr>
<tr>
<td><strong>Pueblo Student Resource Center</strong></td>
<td>121 West 1st Street Suite 150A Colorado Springs, CO 81003-4256</td>
<td>719 544-0015 719 544-1543 FAX</td>
<td></td>
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<tr>
<td><strong>Iowa Campus</strong></td>
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<tr>
<td><strong>Des Moines Campus</strong></td>
<td>6600 Westown Parkway West Des Moines, Iowa 50266-7724</td>
<td>515 267-8218 515 267-8567 FAX</td>
<td></td>
</tr>
<tr>
<td><strong>Cedar Rapids Student Resource Center</strong></td>
<td>3726 Queen Court SW Suite #203 Cedar Rapids, IA 52404</td>
<td>319 784-1100 319 396-3513 FAX</td>
<td></td>
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<tr>
<td><strong>Nebraska Campus</strong></td>
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<tr>
<td><strong>Omaha Campus</strong></td>
<td>13321 California Street Suite 200 Omaha, NE 68154-5240 402 334-4936 402 334-0906 FAX</td>
<td>319 396-3513 FAX</td>
<td></td>
</tr>
<tr>
<td><strong>Sarpy Student Resource Center</strong></td>
<td>7775 Olson Drive Suite 201 Papillion, NE 68046-1505 402 686-2300 402 686-2380 FAX</td>
<td>319 396-3513 FAX</td>
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<tr>
<td><strong>Southwest Region</strong></td>
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<td><strong>New Mexico Campuses</strong></td>
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<tr>
<td><strong>New Mexico Campus</strong></td>
<td>5700 Pasadena Ave NE Albuquerque, NM 87113 505 821-4800 505 797-4871 FAX</td>
<td>505 881-6618 505 846-4141 505 254-9709 FAX</td>
<td></td>
</tr>
<tr>
<td><strong>Kirtland AFB Campus</strong></td>
<td>Albuquerque, NM 87116 800 881-6618 505 846-4141 505 254-9709 FAX</td>
<td>130 Siringo Road Santa Fe, NM 87501-5864 505 984-2188 505 984-2365 FAX</td>
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<tr>
<td><strong>Santa Fe Campus</strong></td>
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<td><strong>San Antonio Campus</strong></td>
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<tr>
<td><strong>Cedar Hill Learning Center</strong></td>
<td>305 W FM 1382 Suit 566 Cedar Hill, TX 75104-1895 469 526-1052 972 291-1528 FAX</td>
<td>5760 State Highway 121 Suite #250 Plano, TX 75024</td>
<td></td>
</tr>
<tr>
<td><strong>Mid Cities Learning Center</strong></td>
<td>860 Airport Freeway Suite #101 Hurst, TX 76054 817 893-1500 817 514-9074 FAX</td>
<td>11451 Katy Freeway Suite #100 Houston, TX 77079-2004</td>
<td></td>
</tr>
<tr>
<td><strong>Northwest Houston Learning Center</strong></td>
<td>7900 North Sam Houston Parkway W Houston, TX 77064-3425</td>
<td>210 501-7768 210 501-7743 FAX</td>
<td></td>
</tr>
<tr>
<td><strong>West Loop Learning Center</strong></td>
<td>4888 Loop Central Drive Houston, TX 77081-2214</td>
<td>8600 Fourwinds Drive Windcrest, TX 78239 210 428-2150 210 428-2140 FAX</td>
<td></td>
</tr>
<tr>
<td><strong>Windsor Park Learning Center</strong></td>
<td>8600 Fourwinds Drive Windcrest, TX 78239 210 428-2150 210 428-2140 FAX</td>
<td>5760 State Highway 121 Suite #250 Plano, TX 75024</td>
<td></td>
</tr>
<tr>
<td><strong>Lansing Student Resource Center</strong></td>
<td>3900 Lansing Highlands Blvd, Suite # 237 Arlington, TX 76018-6038 817 505-4200 817 557-2245</td>
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<tr>
<td><strong>Louisiana Campuses</strong></td>
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<tr>
<td><strong>New Orleans Campus</strong></td>
<td>One Galleria Boulevard Suite #725 Metairie, LA 70001-2082 504 461-8852 504 464-0373 FAX</td>
<td>1001 Ochsner Blvd Suite #100 Covington, LA 70433</td>
<td></td>
</tr>
<tr>
<td><strong>Covington Learning Center</strong></td>
<td>1100 Ochsner Blvd Suite #100 Covington, LA 70433 985 276-6700 985 276-6730 FAX</td>
<td>1100 Ochsner Blvd Suite #100 Covington, LA 70433</td>
<td></td>
</tr>
<tr>
<td><strong>Baton Rouge Campus</strong></td>
<td>2431 South Acadian Thruway Suite #110 Baton Rouge, LA 70808-2365 225 927-4443 225 927-9233 FAX</td>
<td>425 Settlers Trace Blvd Lafayette, LA 70508</td>
<td></td>
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<tr>
<td><strong>Lafayette Campus</strong></td>
<td>425 Settlers Trace Blvd Lafayette, LA 70508 337 237-0464 337 354-4799 FAX</td>
<td>337 237-0464 337 354-4799 FAX</td>
<td></td>
</tr>
<tr>
<td><strong>Shreveport-Bossier Campus</strong></td>
<td>350 Plaza Loop Drive Building E Bossier City, LA 71111-4390 318 549-8920 318 549-8921 FAX</td>
<td>350 Plaza Loop Drive Building E Bossier City, LA 71111-4390 318 549-8920 318 549-8921 FAX</td>
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<tr>
<td><strong>Mississippi Campus</strong></td>
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<tr>
<td><strong>Jackson Campus</strong></td>
<td>120 Stone Creek Blvd Suite 200 Flowood, MS 39232-8205 601 664-9600 601 664-9599 FAX</td>
<td>120 Stone Creek Blvd Suite 200 Flowood, MS 39232-8205 601 664-9600 601 664-9599 FAX</td>
<td></td>
</tr>
</tbody>
</table>
### Oklahoma Campuses
- **Oklahoma City Campus**
  - 6501 North Broadway
  - Suite 100
  - Oklahoma City, OK 73116
  - 405 842-8007
  - 405 841-3386 FAX

- **West Oklahoma City Learning Center**
  - 6304 SW 3rd Street
  - Oklahoma City, OK 73128
  - 405 842-8007
  - 405 787-4295 FAX

- **Tulsa Campus**
  - 14002 East 21st Street
  - Suite #100
  - Tulsa, OK 74134
  - 918 622-4877
  - 918 274-8666

### Michigan Campuses
- **Ann Arbor Learning Center**
  - 315 East Eisenhower Parkway, Suite 12
  - Ann Arbor, MI 48108
  - 734 994-0816
  - 734 994-1663 FAX

- **Detroit Campus**
  - 5480 Corporate Drive, Suite #240
  - Detroit, MI 48227
  - 313 324-3900
  - 313-324-3910 FAX

- **Livonia Learning Center**
  - 19176 Hall Road, Suite #100
  - Livonia, MI 48152
  - 734 853-4800
  - 734 591-7767 FAX

- **Macomb Learning Center**
  - 17740 Laurel Park Drive
  - North, Suite 150C
  - Livonia, MI 48152
  - 734 853-4800
  - 734 591-7767 FAX

- **Southfield I Learning Center**
  - 2621 Evergreen Road, Suite #500
  - Southfield, MI 48076
  - 248 354-4888
  - 248 354-5969 FAX

- **Town Center Learning Center**
  - 4400 Town Center
  - Southfield, MI 48075
  - 248 354-4848
  - 248 354-5969 FAX

- **West Michigan Campus**
  - 318 River Ridge Drive NW
  - Grand Rapids, MI 49544
  - 616 647-5100
  - 616 784-5300 FAX

### Flint Learning Center
- 3341 S Linden Road
- Flint, MI 48507
- 810 223-9100
- 810 720-1640 FAX

### Portage Learning Center
- 950 Trade Centre Way
- Portage, MI 49002
- 269 567-4000
- 269 381-2996 FAX

### Lansing Learning Center
- 3100 West Road
- East Lansing, MI 48823
- 517 333-8293
- 517 333-8458 FAX

### Minnesota Campuses
- **Minneapolis/St. Paul Campus**
  - 435 Ford Road
  - Suite #100
  - St. Paul, MN 55426
  - 651 361-3200
  - 651 714-9564 FAX

- **Macomb Learning Center**
  - 19176 Hall Road, Suite #100
  - Clinton Township, MI 48038
  - 586 840-2100
  - 586 228-7152 FAX

- **Southfield I Learning Center**
  - 2621 Evergreen Road, Suite #500
  - Southfield, MI 48076
  - 248 354-4888
  - 248 354-5969 FAX

### Ohio Campuses
- **Cleveland Campus**
  - 5000 Rockside Road
  - Suite #130
  - Independence, OH 44131
  - 216 447-8807
  - 216 447-9144 FAX

- **Westlake Learning Center**
  - 38 Main Street
  - Suite #300
  - Westlake, OH 44145
  - 440 788-2600
  - 440 250-1613 FAX

### Wisconsin Campuses
- **Milwaukee Campus**
  - 20075 Watertower Boulevard
  - Brookfield, WI 53045
  - 262 785-0608
  - 262 785-0977 FAX

- **Springfield Campus**
  - 1343 East Kingsley Street
  - Springfield MO 65804
  - 417 887-5795
  - 417 887-8046 FAX
University of Phoenix, 2012-2013

North Milwaukee Learning Center
10850 West Park Place
Suite 150
Milwaukee, WI 53224
414 410-7900
414 359-0268 FAX

Madison Campus
2310 Crossroads Drive
Suite 3000
Madison, WI 53718-2416
608 240-4701
608 240-4758 FAX

Fox Valley Learning Center
517 N Westhill Blvd
Appleton, WI 54914-5780
920 993-0492
960 993-0868 FAX

Illinois Campuses

Chicago Campus
1500 Mc Connor Parkway
Schaumberg, IL 60173-4399
847 413-1922
847 413-8706 FAX

Warrenville Learning Center
4525 Weaver Parkway
Warrenville, IL 60555-0317
630 657-7000
630 393-3192 FAX

Tinley Park Learning Center
18927 Hickory Creek Drive
Mokena, IL 60480-8590
815 215-6400
708 478-5836 FAX

Indiana Campuses

Indianapolis Campus
7999 Knue Road
Suites #100 and 500
Indianapolis, IN 46250-1932
317 585-8610
317 585-8670

Plainfield Learning Center
2680 E Main Street
Suites 305 and 308
Plainfield, IN 46168-2825
317-204-1600
317-839-2937 FAX

NW Indiana Campus
8401 Ohio Street
Merrillville, IN 46410-5572
219 794-1500
219 769-6527 FAX

Kentucky Campuses

Florence, KY Learning Center
500 Meijer Drive, Suite 100
Florence, KY 41042-4881
859 212-2800
859 282-1879

Louisville Campus
10400 Linn Station Road
Suite #120
Louisville, KY 40223-3839
502 423-0149
502 423-7719 FAX

Southeast Region

Alabama Campus
Birmingham Campus
100 Corporate Parkway
Suite 250 and 150
Birmingham, AL 35242-2928
205 747-1001
205-421-1201 FAX

Arkansas Campuses

Little Rock Campus
10800 Financial Centre Parkway
Little Rock, AR 72211-3500
501 225-9337
501 223-1431 FAX

Northwest Arkansas Campus
903 N 47th Street
Barrington Centre 2
Rogers, AR 72756-9615
479 986-0385
479 464-4960 FAX

Pinnacle Hills Learning Center
1800 S 52nd Street
Suite #100 and 103
Rogers, AR 72758-8612
479 553-5700
479 553-5701 FAX

Tennessee Campuses

Chattanooga Campus
1208 Pointe Centre Drive
Chattanooga, TN 37421-3707
423 499-2500
423 499-2515 FAX

Knoxville Campus
10133 Sherrill Blvd
Suite 120
Knoxville, TN 37932-3347
865 288-6800
865 288-6801 FAX

Macon Learning Center
6055 Lakeside Commons
Drive Suite #200
Macon, GA 31210-5777
478 475-7200
478 475-7201 FAX

McDonough Learning Center
1350 Scenic Highway N
Suite # 266
Snellville, GA 30078-7907
770 510-7800
770 510-7801 FAX

Augusta Campus
3150 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000
706 868-2099 FAX

Augusta Campus Annex
3152 Perimeter Parkway
Augusta, GA 30909-4583
706 868-2000
706 868-2099 FAX

Columbus-Georgia Campus
7200 North Lake Drive
Columbus, GA 31909
706 320-1266
706 320-1970 FAX

Brookstone Learning Center
200 Brookstone Centre Parkway
Suite 300
Columbus, GA 31904-4559
706 641-3000
706 641-3001 FAX

Gwinnett Learning Center
2470 Satellite Boulevard
Suites #150
Duluth, GA 30096-1257
770 500-1500
770 495-8242 FAX

Marietta Learning Center
1850 Parkway Place
Suite #200
Marietta, GA 30067-8219
678 320-6010
Savannah Campus  
8001 Chatham Center Drive  
Suite 200  
Savannah, GA 31405-7400  
912 232-0531  
912 232-6922 FAX

Florida Campuses  

South Florida Campus  
600 North Pine Island Road,  
Suite 500  
Plantation, FL 33324-1393  
954 382-5303  
954 382-5304 FAX

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  
954 382-1510 FAX

Miramar Learning Center  
2400 SW 145th Avenue  
Miramar, FL 33027-4145

North Florida Campus  
4500 Salisbury Road  
Suite # 200  
Jacksonville, FL 32216-0959  
904 636-6645  
904 636-0998 FAX

East Jacksonville Learning Center  
11915 Beach Blvd  
Suites #101-104  
Jacksonville, FL 32246-6704  
904 486-2500  
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

Raleigh Campus  
5511 Capital Center Drive  
Suite 390  
Raleigh, NC 27606-4166  
919 854-2121  
919 854-2120 FAX

Brier Creek Learning Center  
8045 Arco Corporate Drive  
Suite 100  
Raleigh NC 27617-2010  
919 317-3354  
919 317-3355 FAX

Fayetteville Learning Center  
639 Executive Place, Suite 301  
Fayetteville, NC 28305-5123  
910 485-9000  
910 485-9001 FAX

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 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  
704 504-5400

Charlotte North Learning Center  
10925 David Taylor Drive  
Charlotte, NC 28262-1041  
704 504-5400

Greensboro Learning Center  
1500 Pinecroft Road  
Suite 110  
Greensboro, NC 27407-3808  
336 291-1500  
336 291-1501 FAX

Raleigh Campus  
5511 Capital Center Drive  
Suite 390  
Raleigh, NC 27606-4166  
919 854-2121  
919 854-2120 FAX

Brier Creek Learning Center  
8045 Arco Corporate Drive  
Suite 100  
Raleigh NC 27617-2010  
919 317-3354  
919 317-3355 FAX

Fayetteville Learning Center  
639 Executive Place, Suite 301  
Fayetteville, NC 28305-5123  
910 485-9000  
910 485-9001 FAX

South Carolina Campus  

Columbia Campus  
1001 Pinnacle Point Drive  
Columbia, SC 29223-5733  
803 699-5006  
803 699-7651 FAX

Greenville Learning Center  
125 The Pkwy  
Suite 100  
Greenville, SC 29615-6610  
864-675-2300  
864-675-2301 FAX

Puerto Rico Campuses  

Puerto Rico Campus  
Santander Tower at San Patricio  
B-7 Tabonuco St.  
Suite 700  
Guaynabo, PR 00968-3003  
787 731-5400  
787 731-1510 FAX  
800 981-0688

Escorial Learning Center  
Escorial Building One  
1400 Ave Sur  
Suite #300  
Carolina, PR 00987-4704  
787 982-7900  
787 982-7901 FAX

Northeast Region  

Connecticut Campus  
Fairfield County  
535 Connecticut Ave  
Norwalk, CT 06854-1700  
203 523-4700  
203 523-4799 FAX

Delaware Campus  
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
Northern Virginia Campus
11730 Plaza America Drive
Suite #200
Reston, VA 20190-4742
703 376-6100
703 435-2160 FAX

Manassas Learning Center
9705 Liberia Ave
Suite #299
Manassas, VA 20110
571 377-7500
703 331-3141 FAX

New Jersey Campus
Jersey City Campus
100 Town Square Place,
Suite #105
Jersey City, NJ 07310-2778
703 610-1408
201 610-0450 FAX

Pennsylvania Campuses
Harrisburg Campus
4050 Crums Mill Road
Harrisburg, PA 17112-2894
717-540-3300

Philadelphia Campus
1170 Devon Park Drive
Wayne, PA 19087-2121
610 989-0880
610 989-0881 FAX

San Francisco Learning Center
1 Front Street
Suite #200
San Francisco, CA 94111-5398
800 448-6775
415 495-3370
415 495-3505 FAX

Bay Area Campus - San Jose
3590 North First Street
Suite #101
San Jose, CA 95134-1805

Concord Learning Center
1401 Willow Pass, Suite 200
Concord, CA 94520-7982
800 266-2107
925 349-2300
925 681-2079 FAX

Visalia Learning Center
301 E. Acequia
Visalia, CA 93291-6341

Bakersfield Campus
4900 California Avenue,
Tower A, Suite #300
Bakersfield, CA 93309-7018
800 697-8225
661 633-0300
661 633-2711 FAX

Central Valley Campus
45 River Park Place West
Suite #101
Fresno, CA 93720-1562
888 722-0055
559 451-0334
559 451-0381 FAX

Sacramento Campuses
Sacramento Valley Campus
2890 Gateway Oaks Drive,
Suite #200
Sacramento, CA 95833-3632
916 923-2107
916 648-9110 FAX

Beale AFB Campus
17849 16th Street
Beale AFB, CA 95903-1711
530 788-7810
530 788-0314 FAX

Elk Grove Learning Center
9280 W. Stockton Boulevard
Suite #230
Elk Grove, CA 95758-8073

Fairfield Learning Center
5253 Business Center Drive,
Fairfield, CA 94534-1630
707 207-0750
707 207-0989 FAX

Gateway Oaks Learning Center
2860 Gateway Oaks Drive
Building B, Suite 100 and 200
Sacramento, CA 95833-3632
916 923-2107
916 923-3914 FAX

Lathrop Campus
17000 South Harlan Road
Lathrop, CA 95330-8738
209 858-0298
209 858-2840 FAX

Modesto Learning Center
5330 Pirro Road
Salida, CA 95368
209 543-0153
209 543-0236 FAX

Rancho Cordova Learning Center
2882 Prospect Park Drive
Suite #100
Rancho Cordova, CA 95670-6019
916 636-9440
916 636-9449 FAX

Maryland Campuses
Maryland Campus
8830 Stanford Boulevard
Suite #100
Columbia, MD 21045-5424
410 872-9001
410 872-0326 FAX

Greenbelt Learning Center
7852 Walker Drive
Suite #100
Greenbelt, MD 20770-3245
301 345-6710
301 345-8401 FAX

Rockville Learning Center
9601 Blackwell Road,
Suite #1
Rockville, MD 20850-6477
240 314-0511
240 314-0139 FAX

Timonum Learning Center
1954 Greenspring Drive
Suite #100
Timonum, MD 21093-4109
410 560-0055
410 560-1384 FAX

Massachusetts Campuses
Boston Campus
19 Granite Street
Suite #300
Braintree, MA 02184-1744
781 228-4507
602 383-9738 FAX

Central Massachusetts Learning Center
One Research Drive
Westborough, MA 01581-3906
508 614-4100

Livermore Learning Center
2481 Constitution Drive
Livermore, CA 94551-7573
800 769-4867
925 847-7640
925 965-6101 FAX

New Jersey Campus
Newark Campus
75 Rowland Way, Suite #100
Newark, CA 94545-5037
877 274-634
415 898-4449
415 898-9095 FAX

Oakland Learning Center
1200 Clay Street
Suite #200
Oakland, CA 94612-1424
877 478-8336
510 457-3300
510 457-3340 FAX

San Francisco Learning Center
1 Front Street
Suite #200
San Francisco, CA 94111-5398
800 448-6775
415 495-3370
415 495-3505 FAX

Vienna Center
301 E. Acequia
Vienna, VA 22180-2783

Bakersfield Campus
4900 California Avenue,
Tower A, Suite #300
Bakersfield, CA 93309-7018
800 697-8225
661 633-0300
661 633-2711 FAX

Central Valley Campus
45 River Park Place West
Suite #101
Fresno, CA 93720-1562
888 722-0055
559 451-0334
559 451-0381 FAX

Sacramento Campuses
Sacramento Valley Campus
2890 Gateway Oaks Drive,
Suite #200
Sacramento, CA 95833-3632
916 923-2107
916 648-9110 FAX

Beale AFB Campus
17849 16th Street
Beale AFB, CA 95903-1711
530 788-7810
530 788-0314 FAX

Elk Grove Learning Center
9280 W. Stockton Boulevard
Suite #230
Elk Grove, CA 95758-8073

Fairfield Learning Center
5253 Business Center Drive,
Fairfield, CA 94534-1630
707 207-0750
707 207-0989 FAX

Gateway Oaks Learning Center
2860 Gateway Oaks Drive
Building B, Suite 100 and 200
Sacramento, CA 95833-3632
916 923-2107
916 923-3914 FAX

Lathrop Campus
17000 South Harlan Road
Lathrop, CA 95330-8738
209 858-0298
209 858-2840 FAX

Modesto Learning Center
5330 Pirro Road
Salida, CA 95368
209 543-0153
209 543-0236 FAX

Rancho Cordova Learning Center
2882 Prospect Park Drive
Suite #100
Rancho Cordova, CA 95670-6019
916 636-9440
916 636-9449 FAX

West Region
Northern California Central Office and Campuses
Northern California Office
2890 Gateway Oaks Drive,
Suite #100 & 200
Sacramento, CA 95833-3632
800 769-4867
916 923-2107
916 648-9130 FAX
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 #800
San Diego, CA 92101-0110
800 473-4346

San Diego Campus
9645 Granite Ridge Drive
Suite #250
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
760 510-8233
760 510-8420 FAX

El Centro Learning Center
3095 N Imperial Ave
Suite #101
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

Culver City Learning Center
200 Corporate Pointe,
Suite A-50
Culver City, CA 90230-7645
800 888-1968

Diamond Bar Campus
1370 South Valley Vista Drive,
Diamond Bar, CA 91765-3921
800 888-1968
909 396-5854 FAX

Gardena Campus
1515 West 190 Street
Suite #450
Gardena, CA 90248-4319
800 888-1968
310 525-2684 FAX

La Mirada Campus
1420 Firestone Boulevard
Suite #150
La Mirada, CA 90638-5526
800 888-1968
714 670-9152 FAX

Lancaster Learning Center
1220 West Avenue J,
Lancaster, CA 93534-2902
800 888-1968
951 677-1748 FAX

San Bernardino Campus
301 East Vanderbilt Way,
Suite #200
San Bernardino, CA 92408-3557
800 888-1968
909 890-2375 FAX

San Bernardino Campus
301 East Vanderbilt Way,
Suite #200
San Bernardino, CA 92408-3557
800 888-1968
909 890-2375 FAX

Southern California Campus
3100 Bristol Street
Costa Mesa, CA 92626-3099
800 888-1968
714 913-2709 FAX

Woodland Hills Campus
5955 De Soto Avenue
Woodland Hills, CA 91367-5107
800 888-1968
818 226-0571 FAX

Hawaii Campuses

Hawaii Campus
745 Fort Street
Honolulu, HI 96813-4317
808 536-2686
808 536-3848 FAX

Kapolei Learning Center
1001 Kamokila Boulevard,
Suite #306
Kapolei, HI 96707-2014
808 693-8646
808 674-2655 FAX

Miliani Learning Center
95-1249 E Meheula Parkway
Suite 106
Mililani, HI 96789-1778
808 625-7004
808 625-7749 FAX

Windward Campus
46-001 Kamehameha Hwy
Suite #110
Kaneohe, HI 96744-3724
808 247-9080
808 247-6360 FAX

Washington Campuses

Western Washington Campus
7100 Fort Dent Way
Suite #100
Tukwila, WA 98188-8553
425 572-1600
206 246-3110 FAX
206 246-3111 FAX

Bellevue Learning Center
3380 146th Place SE
Suite #200
Bellevue, WA 98007-6480
425 572-1600
425 373-0423 FAX

Lynnwood Learning Center
20700 44th Ave West Lynnwood, WA 98036
425 744-3900
425 744-3930 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 #10
Portland, Oregon 97220-6831
503 280-7300
503 280-7301 FAX

Hillsboro Learning Center
3600 NW John Olsen Place
Suite 100
Hillsboro, Oregon 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

University of Phoenix, 2012-2013
FACILITIES

A-7
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
UNIVERSITY ADMINISTRATION

University of Phoenix
Board of Directors

Internal Members
Dr. William Pepicello
University of Phoenix
President
Joseph L. D’Amico
Apollo Group, Inc.
President and Chief Operating Officer
Dr. John G. Sperling
Apollo Group, Inc.
Founder, Executive Chairman

Gregory W. Cappelli
Apollo Group, Inc.
Co-Chief Executive Officer
Chairman, Apollo Global, Inc.

Public Members
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Former U.S. Congressman
Former Chairman, Committee on Education and the Workforce

John L. Burton
Former California Senator
John Burton Foundation for Homeless Children

Dr. Roy A. Herberger, Jr.
President Emeritus of Thunderbird, School of Global Management

Dr. Everett J. Freeman
President
Albany State University (GA)

Carol Aslanian
Senior Vice President
Aslanian Market Research, Education Dynamics

Amy Gibbons
President and Executive Director
Boys and Girls Clubs

Dr. Merrilee Lewis Engel - Chair
President Emeritus
Cosumnes River College

Dr. Celestino Fernandez - Vice Chair
Professor of Sociology
University of Arizona

Apollo Group Senior Administration

Charles B. Edelstein
Co-Chief Executive Officer

Gregory W. Cappelli
Co-Chief Executive Officer

Joseph L. D’Amico
President and Chief Operating Officer

Brian L. Swartz
Senior Vice President and Chief Financial Officer

University of Phoenix Senior Administration

Dr. William Pepicello
President

Dr. Adam Honea
Senior Vice President, Special Advisor

Dr. Alan Drimmer
Executive Vice President, Provost

Barry Feierstein
Executive Vice President, Chief Business Operating Officer

Jerrad Tausz
Executive Vice President, Chief Student and Campus Operating Officer

Jose Martin
Senior Vice President, Human Resources

Karen Whitney
Senior Vice President, Finance and Analysis

Nina Munson
Senior Vice President, Chief of Staff

Ruth Veloria
Senior Vice President, Student Experience

Thomas McCarty
Senior Vice President, Business Strategy

Regional Administration

WESTERN REGION
Jennifer Cisna
Regional Vice President

Steven Feldman
Regional Director of Academic Affairs

MIDWEST REGION
John Durling
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
Bill Beck
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
Randi Howell
Director of Academic Affairs

WESTERN REGION
Bay 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
David Fitzgerald
Campus Director
Dallas Taylor
Director of Academic Affairs
Joel Maier
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 Machsaac
Director of Academic Affairs

Southern Arizona Campus
Gregg Johnson
Campus Director

Southern California Campus
Kendra Angier
Campus Director
Mike Geraghty
Director of Academic Affairs

University of Arizona
Professor of Sociology
Chair

William Goodling
Former F. U.S. Congressman
Former Chairman, Committee on Education and the Workforce

John L. Burton
Former California Senator
John Burton Foundation for Homeless Children

Dr. Roy A. Herberger, Jr.
President Emeritus of Thunderbird, School of Global Management

Dr. Everett J. Freeman
President
Albany State University (GA)

Carol Aslanian
Senior Vice President
Aslanian Market Research, Education Dynamics

Amy Gibbons
President and Executive Director
Boys and Girls Clubs

Dr. Merrilee Lewis Engel - Chair
President Emeritus
Cosumnes River College

Dr. Celestino Fernandez - Vice Chair
Professor of Sociology
University of Arizona
Jim Ghormley  
Associate Director of Academic Affairs

**Western Washington Campus**
Bruce Williams  
Campus Director
Edgar J. Schroeder  
Director of Academic Affairs

**Central Region**

**Colorado Campus**
Shana Buell  
Campus Director
Shelley Howell  
Director of Academic Affairs

**Des Moines Campus**
Christine Williams  
Campus Director
John Opincar  
Director of Academic Affairs

**Boise Campus**
Bill Bach  
Campus Director
Christine Rood  
Director of Academic Affairs

**Las Vegas Campus**
Kathy Gamboa  
Campus Director
Mark Keays  
Director of Academic Affairs

**Northern Nevada Campus**
Bob Larkin  
Campus Director
Michelle Palaroan  
Director of Academic Affairs

**Omaha Campus**
Sarah Gloden-Carlson  
Campus Director
Candace Walton  
Director of Academic Affairs

**Southern Colorado Campus**
Brittany Nielson  
Campus Director
Paul Hamel  
Director of Academic Affairs

**Utah Campus**
Darris Howe  
Campus Director
Paul Benner  
Associate Director of Academic Affairs

**Wichita Campus**
Carrie Morris-Smith  
Campus Director

Joe Compton  
Director of Academic Affairs

**Wyoming Campus**
Brent Seifried  
Campus Director
Deborah Johansen  
Director of Academic Affairs

**Austin Campus**
Michael Cullup  
Campus Director
Rodney Luster  
Director of Academic Affairs

**Baton Rouge Campus**
Michelle Smith  
Campus Director
Lee Melancon III  
Director of Academic Affairs

**Dallas Campus**
Jennifer Rodriguez  
Campus Director
Herman Smith  
Director of Academic Affairs

**El Paso Campus**
Barbara Janowski  
Campus Director
Wayne Brock  
Director of Academic Affairs

**Ft. Collins Campus**
Brent Seifried  
Campus Director

**Houston Campus**
Jason Morgan  
Campus Director
Vellore Sunder  
Director of Academic Affairs

**Jackson Campus**
Jenny Mixon  
Campus Director
Charlotte Curtis  
Director of Academic Affairs

**Lafayette Campus**
Michelle Smith  
Campus Director
Kevin Browning  
Director of Academic Affairs

**McAllen Campus**
Mikal Powers  
Campus Director
Ken Romano  
Director of Academic Affairs

**New Mexico Campus**
Barbara Janowski  
Campus Director
Nancy Mc Donald  
Director of Academic Affairs

**New Orleans Campus**
Vacant  
Campus Director
Wawa Ngenge  
Director of Academic Affairs

**Shreveport-Bossier Campus**
Julie Marble  
Campus Director
Nathaniel Manning  
Director of Academic Affairs

**Oklahoma City Campus**
Troy Thomas  
Campus Director
Terra Frost  
Director of Academic Affairs

**San Antonio Campus**
Wally Hedgecock  
Campus Director
Jeanie Murphy  
Director of Academic Affairs

**Tulsa Campus**
Lori Santiago  
Campus Director
Virilyaih Davis  
Director of Academic Affairs

**Tulsa Campus**
Lori Santiago  
Campus Director
Virilyaih Davis  
Director of Academic Affairs

**Midwest Region**

**Chicago Campus**
Jeremiah Hood  
Campus Director
Patty Duncan  
Director of Academic Affairs

**Cincinnati Campus**
Ryan Hampton  
Campus Director
Peter Caccavari  
Director of Academic Affairs

**Cleveland Campus**
Gina Cuffari  
Campus Director
Angela Sanson  
Director of Academic Affairs

**Columbus, OH Campus**
Heather Loughley  
Campus Director
Vacant  
Director of Academic Affairs

**Detroit Campus**
Jan Cardwell  
Vice President/Director

**Indianapolis Campus**
Anne Gillespie  
Campus Director
Steven Balke  
Director of Academic Affairs

**Kansas City Campus**
Jeannine Lake  
Campus Director
Bob Armbrust  
Director of Academic Affairs

**Louisville Campus**
Scot Mall  
Campus Director
Kim Critchlow  
Director of Academic Affairs

**Madison Campus**
Briana Houlihan  
Campus Director
Michael Bevis  
Associate Director of Academic Affairs

**Milwaukee Campus**
Dave Steffen  
Campus Director
Glenn Mathews  
Director of Academic Affairs

**Minneapolis/St. Paul Campus**
Robert Zalabak  
Campus Director
Don Johnson  
Director of Academic Affairs

**Springfield Campus**
Heather Finley  
Campus Director
Thomas Harrison  
Director of Academic Affairs

**St. Louis Campus**
Adam Wright  
Campus Director
Sam Fitzgerald  
Director of Academic Affairs

**West Michigan Campus**
Todd Peuler  
Campus Director
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  

**Northeastern Virginia Campus**  
Erik Greenberg  
Campus Director  
Paul Wallace  
Director of Academic Affairs  

**Philadelphia Campus**  
Joe Marzano  
Campus Director  
Erin Fullerton  
Director of Academic Affairs  

**Pittsburgh Campus**  
Troy Malovey  
Campus Director  

**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-GEORGIC 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
Berry, Bill, MBA

Associate Deans
Fleming, Alisa, MBA

Campus College Chairs
Asia Military Campus
Brent Duncan, MHDOS, 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
Georgie Hurtarte, DEE

Columbus, OH Campus
Reginald Gardner, DM

Dallas Campus
John Grabarczyk, DBA

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
Janisse Green, MBA

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

Sacramento Valley Campus
Ana Hernandez, MBA

Raleigh Campus
Kymm Watson, Ph.D.

Richmond Campus
Sandra Bryant, Ph.D.

Southern Arizona Campus
Bill Ardern, MSBA

Southern California Campus
Lester Reams, DPA

Southern Colorado Campus
David Smythe, DM

St. Louis Campus
Mary R Harvey, DM

Tulsa Campus
Toni Jacobs, MSM

Utah 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
For a list of local faculty in the School of Business, contact your campus Director of Academic Affairs.
COLLEGES OF ARTS AND SCIENCES

Associate Dean- Humanities
McCollum, Kacie C., EdD
Dean, David, PhD
Schumann, Shannon, PhD

Dean - Criminal Justice
Ness, James, PhD

Associate Dean- Criminal Justice
Walsh, Franz, DBA

Dean- Social Sciences
Hall, Lynn, EdD

Associate Dean- Social Sciences
Sharp, Stephen, PhD

Dean- Natural Sciences
Eyler, Hinrich, PhD
Ridel, Robert

Associate Deans- Natural Sciences
Patton, Beth, MA/MN
McCowan, Shawn, PhD

Campus College Chairs

Atlanta Campus
Linlin Lu, MS/ECE
Steve Northam, MA

Augusta Campus
Lorena Smith, MAED

Austin Campus
Glen Sefcik, MA

Bay Area Campus
Kristin Denver, PsyD

Baton Rouge Campus
Jane Henry, MS

Boston Campus
Ronald Pacy, PhD

Central Florida Campus
Jeff Dunlap, PhD

Central Valley Campus
Ana Moore, JD

Central Valley Campus
Anne Adamson, MS

Charlotte Campus
Melissa Nethery, Ph.D.

Chattanooga Campus
Johanna Redo, MA

Chicago Campus
Karen Randall, MBA

Cincinnati Campus
Steve Headley, MA

Cleveland Campus
Jeany Tri, M.Ed.

Colorado Campus
Craig Vanhoutte, JD

Columbia, SC Campus
Aneta Bhojwani, Ph.D.

Columbus, GA Campus
Fenton Dixon, Ph.D.

Columbus, OH Campus
Tracy Barton-Rouse, Ph.D.

Dallas Campus
James Chapman, MAS/MS

Detroit Campus
Catherina Castiglione, MS
Cora Haskings, Ph.D.

El Paso Campus
Claudio (Tony) Morales, MAOM

Hawaii Campus
George Carroll, MAE/AET

Houston Campus
Kenneth Farenick, Ed.D.

Idaho Campus
Courtney Colby Bond, MAE

Indianapolis Campus
Rochelle Robinson

Jersey City Campus
Robert Gabriel, Ph.D.

Kansas City Campus
Vernon Fields, Ph.D.

Las Vegas Campus
Nancy Graham, MSP
Mohammed Miah, Ed.D.
Allie Pashley, Psy.D.

Little Rock Campus
Demetria Kimbrough, MPH

Louisville Campus
Rilla Hynes, MMH

Maryland Campus
Veronica Boutte, Ph.D.

Memphis Campus
Jennifer Meunier, MA
Maria Wood, JD

Milwaukee Campus
Justin Farrell, MS/E

Minneapolis/St. Paul Campus
Lisa Kangas, Ph.D.

Nashville Campus
Richard Reinsch, M.Ed.

New Mexico Campus
Kelli Livermore, MPA
Linda Salomone, Ph.D.

New Orleans Campus
Sunny Ryerson, MSE

Northwest Arkansas Campus
Katy Baldus, MA/COM

Northern Virginia Campus
Andrea Diese, DM

Oklahoma City Campus
Kathryn Earl, MED

Philadelphia Campus
Marianne Murawski, Ph.D.

Phoenix Campus
Reggie Grigsby, MAOM
Nicole Konrad, MCSW
Ave Sims

Pittsburgh Campus
Shari Muench, Ed.D.

Puerto Rico Campus
Nereida Serrano Correa, Ph.D.

Raleigh Campus
Hyacinth Joseph, Ph.D.

Richmond Campus
Valary Rawlings, MED

Sacramento Valley Campus
Steven Campas, MS

San Diego Campus
Raymond Rawlins, MIS

Karín Gottfredson, MS

Savannah Campus
Dana Taylor, MSE

South Florida
Campus, Jerry Kaber, MBA

Southern Arizona Campus
Robin Schultz, MAED

Chad Mosher, Ph.D.

Southern California Campus
James Henderson, MSCJ

Jackie Shahzadi, Ph.D.

Rada Chanmugathas, Ph.D.

MaryJo Trombley, Ph.D.

Southern Colorado Campus
John West, MC

St. Louis Campus
Linda Simpson, MBA

Tulsa Campus
Marvin Frohock, MA

Utah Campus
Jeff Haines, MS

Randy Buckner, Ph.D.

West Florida Campus
Janna Cleague, MS

West Michigan Campus
Brenda Holland, MA

Julie Schaefer-Space, MS

Western Washington Campus
Vanessa Earl, MBA/GM

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- English
- Communications
- Humanities
- History
- Criminal Justice and Security
- Counseling
- Human Services
- Psychology
- Health & Wellness
- Mathematics
- Sciences

Faculty
For a list of local faculty in the Colleges of Arts and Sciences, contact your campus Director of Academic Affairs.
COLLEGE OF EDUCATION

Dean
Curley, Meredith A., MBA
Associate Deans
Drotsos, Andy, MAEd
McCarty, Sandra, EdD
Campus College Chairs
Asia Military Campus
Linda Williams, Ed.D.
Bay Area Campus
Campus College Chairs
Central Florida Campus
Cathy Malone, MAED
Central Valley 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
Pnlla Simpson, Ed.D.
New Mexico Campus
Becky Kappus, MAED
North Florida Campus
Cheryl Hearn, Ed.S.
Northern Nevada Campus
Franeya Dennis, Ed.S.
Oregon Campus
Robert Hamn, 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
For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Smith, Blair A., MBA
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
For a list of local faculty in the College of Information Systems and Technology, contact your campus Director of Academic Affairs.

COLLEGE OF NURSING

Dean
Fuller, Pamela K., MN
Associate Dean
Strawn, Angela M., MS
Campus College Chairs
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
Northern Virginia Campus
Pamela Cangolosi, Ph.D., RN, CNE
Phoenix Campus
Erich Widmark, 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, MS/FPN
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
For a list of local faculty in the College of Health Human and Services, contact your campus Director of Academic Affairs.
SCHOOL OF ADVANCED STUDIES

Dean
Moreland, Jeremy, PhD

Associate Dean
Crews, Jack, 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.

- Business Administration
- Education (k-12)
- Health Administration
- Higher Education
- I/O Psychology
- Management
- Nursing
- Research

Faculty
For a list of local faculty in the School of Advanced Studies, contact your campus Director of Academic Affairs.