Preparing today’s working adults to compete and thrive in a changing global economy.

Volume 45
Effective January 1, 2012 through June 30, 2012
"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/Education; Master of Health Administration/Gerontology; Master of Health Administration/Informatics; Master of Information Systems; Master of Public Administration; Master of 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/Health Care Management; 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 Leader-
ship/Curriculum & Instruction; Doctor of Education in Educational Leadership/Educational Technology; and Doctor of Phi-
losophy 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 sec-
tions 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.
ADDITIONAL - UPDATED POLICY

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

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).
The following policy is effective as of January 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 Information Systems and Technology - Undergraduate section of this catalog.

**General Education Requirements for the AAIT/CCNA**

Interdisciplinary Requirement 9 credits

*(B Track must include: FP 120)*

*Both Tracks must include: COMM 218*
ADDENDUM - UPDATED POLICY

The following policy is effective as of January 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 Information Systems and Technology - Undergraduate section of this catalog.

**General Education Requirements for the BSIT**

Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

*Both Tracks must include: COMM 218*

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

Interdisciplinary Requirement(s) 9 credits
(B Track students must include: FP 120)

*Both Tracks must include: COMM 218*
ADDENDUM - UPDATED POLICY

The following policy is effective as of January 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.

Academic Progression Requirements for the Ed.S

- 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.
The following policy is effective as of January 1st, 2012. Please see the updated policy information below. The new information is underlined and will supersede the existing policy located in the School of Advanced Studies section of this catalog.

**Addendum - Updated Policy**

**Additional Admission Requirements for the PHD/NUR**

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

**Associate of Arts/Concentration in Business Foundations**

The following Associate of Arts/Concentration in Business Foundations (AABF) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 210 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>XBCOM 275 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>XBIS 220 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>XMG 230 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>XACC 290 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Principles of Accounting I</td>
<td></td>
</tr>
<tr>
<td>XACC 291 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Principles of Accounting II</td>
<td></td>
</tr>
<tr>
<td>Management Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>Principles of Accounting Theory</td>
<td></td>
</tr>
</tbody>
</table>

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

**Addendum**

**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**

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(A Track must include: COM 150 and COM 220)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: COM 155 and COM 156)</td>
<td></td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>University of Phoenix math courses must be MAT 116 or higher to satisfy requirement.</td>
<td></td>
</tr>
<tr>
<td>Science &amp; Technology Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(A Track must include: 3 credits in the physical or biological sciences)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: SCI 162)</td>
<td></td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(A Track must include: CRT 205)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: HUM 111)</td>
<td></td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(A Track must include: ETH 125)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: PSY 201 and ETH 125)</td>
<td></td>
</tr>
<tr>
<td>Additional Liberal Arts Requirement</td>
<td>3 credits</td>
</tr>
<tr>
<td>(A Track must include: GEN 105)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: US 101)</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Requirement</td>
<td>9 credits</td>
</tr>
<tr>
<td>(B Track must include: EP 101)</td>
<td></td>
</tr>
<tr>
<td>Concentration Requirement</td>
<td>18 credits</td>
</tr>
</tbody>
</table>

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.

**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.

Addendum
• 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 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.
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**

A Credit Bearing Certificate program is one that bears University of Phoenix credits. Credit Bearing Certificate programs are developed and maintained by the Dean of each School.

All applicants are expected to meet the following admissions requirements:

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body. GED certificate or CHSPE (California High School Proficiency Examination) certificate.
- 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

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.
# TABLE OF CONTENTS

**UNIVERSITY OF PHOENIX**

Ownership Information ................................................................. 1  
Mission ......................................................................................... 1  
Purposes ....................................................................................... 1  
Accreditation and Affiliations ..................................................... 2  
Academic Programs ................................................................. 2  
Enrollment and Student Profile .................................................. 2  
University Library ................................................................. 3  
Current Resources of the University Library .......................... 3  

**THE UNIVERSITY’S TEACHING AND LEARNING MODEL**

Active Learning ............................................................................. 5  
Collaboration ............................................................................... 5  
Emphasis on Application and Relevance ..................................... 5  
University-Wide Learning Goals ............................................. 5  
Curriculum ................................................................................... 5  
Convenience of Time and Place .............................................. 5  
Access .......................................................................................... 5  
Program Format .......................................................................... 5  
Learning Teams .......................................................................... 6  
Faculty ......................................................................................... 6  
Staff Screening ............................................................................ 6  
Student Technology Recommendations and Competencies ....... 6  
Online Learning System ............................................................ 7  
Distance Education ..................................................................... 7  
Group-Based Online Education ................................................ 7  

**UNIVERSITY POLICIES**

Calendar ...................................................................................... 9  
Course Cancellation ..................................................................... 9  
Directed Study ........................................................................... 9  
Concurrent Enrollment ............................................................ 9  
Dual Enrollment ......................................................................... 9  
Multiple University Degrees .................................................... 9  
Maximum Credit Load ............................................................... 10  
Course Credits ........................................................................... 10  
Student Identification Numbers ............................................... 10  
Name and Social Security Number Changes ............................ 10  
Duplication of Credit .................................................................. 10  
Course Audit Policy .................................................................... 10  
Re–Entry Students ..................................................................... 10  
Transfer of Credit ....................................................................... 10  
Nondiscrimination Policy .......................................................... 11  
Harassment Policy ...................................................................... 11  
Disability Services ..................................................................... 12
Acceptable Use of University Computing and Communication Resources ........................................ 12

CONSUMER INFORMATION ........................................................................................................... 15

Introduction .................................................................................................................................. 15
Student Financial Aid Consumer Information ............................................................................... 15
University of Phoenix Family Educational Rights and Privacy Act (FERPA) and Consumer Privacy Policy .................................................................................................................. 15
Solomon Act .................................................................................................................................. 18
Privacy Policy ................................................................................................................................. 19

FEDERAL, STATE AND INSTITUTIONAL FINANCIAL AID PROGRAMS ....................................... 22

General Requirements ................................................................................................................... 22
Federal Grant Programs ................................................................................................................... 22
Federal Loan Programs .................................................................................................................... 23
Federal Financial Aid Counseling .................................................................................................. 25
TEACH Grant Counseling ............................................................................................................. 25
Student Financial Aid Rights and Responsibilities ......................................................................... 25
State Grants .................................................................................................................................... 26
Institutional Grants .......................................................................................................................... 26
Institutional Scholarships ............................................................................................................... 26
Private Student Loans .................................................................................................................... 26
Application Process ....................................................................................................................... 27
Cancellation of Federal Financial Aid ............................................................................................ 27
Satisfactory Academic Progress .................................................................................................... 28
Cost of Attendance Policy ............................................................................................................. 29
Leave of Absence ............................................................................................................................ 30
Terms and Conditions .................................................................................................................... 31
Financial Aid Awarding .................................................................................................................. 32
Financial Aid Disbursements ......................................................................................................... 33
Attendance ...................................................................................................................................... 33
Academically Related Activities (ARA) .......................................................................................... 34
Financial Policies and Procedures .................................................................................................. 34
Veterans Educational Benefits ....................................................................................................... 35
Readmission of Servicemembers ................................................................................................... 36

GENERAL INFORMATION ........................................................................................................... 37

Accreditation, Licensures, Reviews, and Approvals ...................................................................... 37
Additional Information .................................................................................................................... 38
Academic Program and Instructional Facilities Information and General Contact Information ....... 38
Disability Services ........................................................................................................................... 38
General Contact Information ......................................................................................................... 39
Credit Transfer ................................................................................................................................. 39
Articulation Agreements .................................................................................................................. 39
Graduation Rates ............................................................................................................................ 39
Retention Rates ............................................................................................................................... 39
Student Diversity ............................................................................................................................ 39
Withdrawing From the University ................................................................................................. 40
Return of Federal Financial Aid ...................................................................................................... 41
Institutional Refund Policy ............................................................................................................. 42
State Refund Policies ...................................................................................................................... 43
Copyright Infringement and Peer-to-Peer File Sharing Policy ............................................................... 45
Digital Millennium Copyright Act (DMCA) Policy.............................................................................. 46
Vaccinations and Immunizations....................................................................................................... 47
Campus Safety Policies .................................................................................................................... 47
Drug and Alcohol Abuse Prevention Program ................................................................................... 48
Title II of the Higher Education Act-Academic Year 2009-2010 Report ............................................ 49

STUDENTS’ RIGHTS AND RESPONSIBILITIES................................................................................. 51
University of Phoenix Supplemental Standards for Candidates in the College of Nursing ............ 51
University of Phoenix Supplemental Standards for Candidates in Colleges of Arts and Sciences Programs - Counseling and Human Services ........................................................ 52
University of Phoenix Supplemental Standards for Candidates in College of Education Programs .............................................................................................................................. 53
University of Phoenix Supplemental Standards for Candidates in Education Administration and Supervision Programs ............................................................................................... 55
STUDENT CODE OF CONDUCT .................................................................................................... 57
Student Code of Academic Integrity.................................................................................................. 57

ACADEMIC POLICIES....................................................................................................................... 61
Academic Advisement ....................................................................................................................... 61
Registration ..................................................................................................................................... 61
Admission Statuses ......................................................................................................................... 61
Student Academic Statuses ............................................................................................................. 62
Program Academic Statuses ............................................................................................................ 63
Student Falsification of Information ................................................................................................ 63
General Student Grievances ............................................................................................................ 63
Student Appeals Center (SAC) ......................................................................................................... 64
State Boards .................................................................................................................................... 64
Grading Procedures ......................................................................................................................... 65
Grade Reports and Transcripts ......................................................................................................... 67
Grade Disputes and Grade Corrections ............................................................................................ 67
Program Changes ............................................................................................................................ 67
Diploma Application and Degree Conferral ...................................................................................... 67
Posthumous Degrees ......................................................................................................................... 67
Degree Posting ............................................................................................................................... 68
Graduation with Honors .................................................................................................................. 68
Participation in Commencement Ceremony ...................................................................................... 68
Program Completion Deadlines ....................................................................................................... 68
Disclaimer on Job Placement ........................................................................................................... 68

ACADEMIC RESEARCH GROUP .................................................................................................... 69
Academic Quality and Outcomes Assessment-Ensuring Consistent Quality .................................. 69
Academic Quality Improvement and Outcomes Assessment .......................................................... 69

UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION...................................................................... 71

UNDERGRADUATE PROGRAMS .................................................................................................... 73
Admission Procedures ....................................................................................................................... 73
<table>
<thead>
<tr>
<th>Program</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Health Administration/Gerontology Bridge</td>
<td>336</td>
</tr>
<tr>
<td>Master of Health Administration/Informatics</td>
<td>339</td>
</tr>
<tr>
<td>Master of Health Administration/Informatics Bridge</td>
<td>341</td>
</tr>
<tr>
<td>Master of Science/Administration of Justice and Security</td>
<td>344</td>
</tr>
<tr>
<td>Master of Science/Administration of Justice and Security Bridge</td>
<td>346</td>
</tr>
<tr>
<td>University of Phoenix School of Business - Graduate</td>
<td>351</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>351</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>358</td>
</tr>
<tr>
<td>Master of Management</td>
<td>360</td>
</tr>
<tr>
<td>Master of Science in Accountancy</td>
<td>363</td>
</tr>
<tr>
<td>College of Information Systems and Technology</td>
<td>367</td>
</tr>
<tr>
<td>Master of Information Systems</td>
<td>367</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>371</td>
</tr>
<tr>
<td>International Nursing Honor Society</td>
<td>371</td>
</tr>
<tr>
<td>Master of Science in Nursing</td>
<td>371</td>
</tr>
<tr>
<td>Master of Science in Nursing/International</td>
<td>374</td>
</tr>
<tr>
<td>Master of Science in Nursing/Specialization in Nursing/Health Care Education</td>
<td>377</td>
</tr>
<tr>
<td>Master of Science in Nursing/Specialization in Informatics</td>
<td>380</td>
</tr>
<tr>
<td>Masters of Science in Nursing and Master of Business Administration/</td>
<td>383</td>
</tr>
<tr>
<td>Health Care Management</td>
<td></td>
</tr>
<tr>
<td>Master of Science in Nursing and Master of Health Administration</td>
<td>387</td>
</tr>
<tr>
<td>College of Education (Online)</td>
<td>391</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>391</td>
</tr>
<tr>
<td>Master of Arts in Education with a Specialization in Administration and Supervision</td>
<td>393</td>
</tr>
<tr>
<td>Master of Arts in Education with a Specialization in Administration and Supervision</td>
<td>396</td>
</tr>
<tr>
<td>Master of Arts in Education with a Specialization in Curriculum and Instruction Reading</td>
<td>400</td>
</tr>
<tr>
<td>Master of Arts in Education/Adult Education and Training</td>
<td>403</td>
</tr>
<tr>
<td>Master of Arts in Education/Elementary Teacher Education</td>
<td>405</td>
</tr>
<tr>
<td>Master of Arts in Education/Elementary Teacher Education (Nevada)</td>
<td>410</td>
</tr>
<tr>
<td>Master of Arts in Education/Elementary Teacher Education (Utah)</td>
<td>415</td>
</tr>
<tr>
<td>Master of Arts in Education/Teacher Education Secondary Mathematics (Texas Version)</td>
<td>419</td>
</tr>
<tr>
<td>Master of Arts in Education/Teacher Education Secondary Science (Texas Version)</td>
<td>423</td>
</tr>
<tr>
<td>Master of Arts in Education/Teacher Education Middle Level Generalist (Texas Version)</td>
<td>426</td>
</tr>
<tr>
<td>Master of Arts in Education/Teacher Education Middle Level Mathematics (Texas Version)</td>
<td>430</td>
</tr>
<tr>
<td>Master of Arts in Education/Teacher Education Middle Level Science (Texas Version)</td>
<td>434</td>
</tr>
<tr>
<td>Master of Arts in Education/Secondary Teacher Education</td>
<td>438</td>
</tr>
<tr>
<td>Master of Arts in Education/Secondary Teacher Education (Nevada)</td>
<td>443</td>
</tr>
<tr>
<td>Master of Arts in Education/Secondary Teacher Education (Utah)</td>
<td>448</td>
</tr>
<tr>
<td>Master of Arts in Education/Elementary Teacher Education (California)</td>
<td>453</td>
</tr>
<tr>
<td>Master of Arts in Education/Secondary Teacher Education (California)</td>
<td>459</td>
</tr>
<tr>
<td>Master of Arts in Education/Special Education</td>
<td>466</td>
</tr>
<tr>
<td>Master of Arts in Education/Special Education-Cross-Categorical (Texas Version)</td>
<td>470</td>
</tr>
<tr>
<td>Master of Arts in Education, Early Childhood Education</td>
<td>473</td>
</tr>
<tr>
<td>Master of Arts in Education/Teacher Leadership</td>
<td>478</td>
</tr>
<tr>
<td>Master of Arts in Education/Educational Studies</td>
<td>480</td>
</tr>
<tr>
<td>School of Advanced Studies</td>
<td>483</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>483</td>
</tr>
<tr>
<td>Educational Specialist</td>
<td>485</td>
</tr>
</tbody>
</table>
Doctor of Management in Organizational Leadership ................................................................. 487
Doctor of Business Administration ......................................................................................... 493
Doctor of Education in Educational Leadership ................................................................. 498
Doctor of Education in Educational Leadership/Curriculum and Instruction .................. 504
Doctor of Philosophy in Higher Education Administration .................................................. 510
Doctor of Philosophy in Industrial/Organizational Psychology .......................................... 517
Doctor of Philosophy in Nursing ......................................................................................... 524
Doctor of Management in Organizational Leadership with a specialization in
Information Systems and Technology .................................................................................. 528
Doctor of Health Administration ......................................................................................... 534
Doctor of Education in Educational Leadership/Educational Technology ..................... 540

PROFESSIONAL PROGRAMS ........................................................................................................ 547
CREDIT-BEARING CERTIFICATE PROGRAMS ....................................................................... 547
Admission Requirements ........................................................................................................ 547
CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS -
UNDERGRADUATE .............................................................................................................. 549
Project Management ............................................................................................................. 549
Human Resource Management ............................................................................................... 551
CERTIFICATE PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS -
GRADUATE ............................................................................................................................. 553
Graduate Certificate in Human Resources Management ....................................................... 553
Graduate Accounting Certificate .......................................................................................... 554
Graduate Marketing Certificate ............................................................................................ 557
CERTIFICATE PROGRAMS FOR THE COLLEGES OF ARTS AND SCIENCES ....................... 559
Gerontology Health Care Certificate Program ...................................................................... 560
CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING .................................................. 561
Graduate Nursing/Health Care Education Certificate .......................................................... 561
CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION ........................................... 563
Administration and Supervision Certificate Program (California) ....................................... 563
California Teachers of English Learners Certificate ............................................................. 566
Transition to Teaching Certificate-Elementary ...................................................................... 567
Transition to Teaching Certificate- Secondary ..................................................................... 570
CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY ........................................................................................................ 574
Visual Communication Certificate Program ....................................................................... 574
Information Systems Security Certificate Program .............................................................. 576
A+ Fundamentals Certificate ............................................................................................... 578
Network+ Technologies Certificate ...................................................................................... 579
MINORS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY .................. 580
Information Systems Security Minor ..................................................................................... 580
Multimedia and Visual Communication Minor ..................................................................... 581
Certificate Awards ................................................................................................................. 582
Accreditation and Affiliations ............................................................................................... 582

TUITION AND FEES .................................................................................................................. 583
UNDERGRADUATE (Online) .................................................................................................. 583
Beginnings -- A Brief History

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

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

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

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

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

Sperling’s research convinced him not only that these underserved learners were interested in furthering their educational goals, but also that this group differed from their more traditional counterparts in significant ways. He saw a growing need for institutions that were sensitive to and designed around the learning characteristics and life situations of a different kind of learner population.

He suggested ways for institutions to pioneer new approaches to curricular and program design, teaching methods, and student services. These beliefs eventually resulted in the creation of University of Phoenix, and they continue to this day to inspire the University’s mission, purpose, and strategies.

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

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

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

Ownership Information

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

Mission

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

Purposes

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

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

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

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

Accreditation and Affiliations

Regional Accreditation

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

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

Program Accreditation

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

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

College of Nursing and Nursing Programs

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

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

College of Education and Education Programs

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

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

In addition, the College of Education has approval for education programs through the following state agencies:

- Arizona Department of Education
- California Commission on Teacher Credentialing
- Colorado Department of Education
- Hawaii Teacher Standards Board
- Idaho State Department of Education
- Indiana Department of Education
- Missouri Department of Elementary and Secondary Education
- New Mexico Public Education Department
- Nevada Department of Education
- Oregon Teacher Standards and Practices Commission
- Puerto Rico Department of Education
- Texas Education Agency
- Utah State Office of Education

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

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 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 396,000 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.

The University Library

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

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

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

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

What is in the University Library?

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

Getting Started with the University Library

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

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

Electronic Reserve Readings

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

Additional Resources for Help

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

How to Contact the University Library

Technical Support 1-800-366-9693
Email library@phoenix.edu
International students and faculty can reach Tech Support at 1-602-387-2222. Callers should identify themselves as international students or faculty and give a call back number. Tech Support will call back to minimize phone charges.

Current Resources of the University Library

For a current list of resources in the University Library, please refer to the Library Handbook. Students, staff, and faculty can also view the full listing of the University Library’s resources by clicking the View All Resources Alphabetically link on the University Library homepage.
THE 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 AACR & AAPF) are involved in collaborative learning activities, but are not required to participate in formal Learning Teams.

Collaboration

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

Emphasis on Application and Relevance

There is wide agreement in the literature that students learn best when bridges are built between new knowledge and the learners’ experience. Practices that encourage reflection and application are based on the recognition that a learner’s experience provides a context through which he or she is more able to construct meaning from new information. It also makes learning relevant to the learners. In University of Phoenix courses, students’ experiences and current circumstances are intertwined 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 while undergraduates courses meet for five weeks. After a course ends, the next course usually begins the following week. This intensive calendar allows students to achieve their educational goals in a more time-efficient manner. The University’s low student/faculty ratio and class size that averages 13-15 students facilitate active learning and collaboration and encourage time-on-task. As a rule, bachelor and graduate degree seeking students take only one course at a time.
This allows them to focus attention and resources on one subject, a structure that enhances learning and helps students balance ongoing professional and personal responsibilities.

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

**Learning Teams**

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

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

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

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

**Faculty**

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

**Staff Screening**

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

**Student Technology Recommendations and Competencies**

In an effort to assist students with adequate preparation for their course work at the University of Phoenix, technology recommendations and competencies have been established. These recommendations and competencies are in effect for the School of Advanced Studies, School of Business, College of Education, College of Information Systems and Technology, Colleges of Arts and Sciences, College of Nursing, College Extension, and the School of Continuing Education. To that end, students will need to access and use the hardware and software as described below.

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

**Technology Recommendations**

**Hardware & Peripherals**

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

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

**Software/Applications**

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

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

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

**University of Phoenix Provided Access**

(Provided via virtual student desktop for specific courses)

- Microsoft® Access
- Microsoft® Visual Studio.NET
- Microsoft® SQL Server
- Red Hat LINUX
- Adobe®Flash Professional
Studies requires Doctoral students to bring a laptop computer to portable laptop or notebook for classroom use. The School of Advanced hardware and software requirements and technology skills may be

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

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: 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 residences. You may be eligible for student discounts on hardware and software. There is more information on your student website, https://ecampus.phoenix.edu.

Technology Competencies

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

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

Online Learning System

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

They can also:

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

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

Distance Education

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

FlexNet®

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

Group-Based Online Education

The Online computer–based educational delivery system has extended the boundaries of the classroom. It is an outgrowth of the University’s recognition of the technological transformation of the workplace. The Online program utilizes the Online Learning System (OLS) that makes group learning possible independent of time and location. Rather than gathering in a classroom, students and instructors interact electronically and asynchronously. Unlike other forms of distance learning, such as directed study, online education is interactive and participative. Online students can complete their University studies from virtually anywhere in the world.
Structure
Students in the group-based Online program benefit from the same quality, real world-oriented education that as distinguished the University of Phoenix since it was founded. Students become active members of a learning group of between 7-20 adult learners, and work in smaller learning teams each week on required projects and assignments. Students complete one course at a time, then move on to the next course in the same way as students who meet face-to-face.

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

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

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

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

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

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

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

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

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

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

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

Calendar

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

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

2011-2012 Online Holiday Calendar


*This is considered an institutionally scheduled break.

Course Cancellation

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

Directed Study

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

Concurrent Enrollment

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

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

Dual Enrollment

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

Multiple University Degrees

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

• Students must complete an application for each program.
  (Another application fee is not required).

• Only one degree in a specific discipline may be earned. In most cases additional MAED degrees may be earned due to the unique specializations. Students may not earn both an MAED/TED-E & MAED/TED-S.

• The required course of study for each program must be completed as approved by the University. Residency must be met for each degree. Graduate students must complete a minimum of 18 credits toward an additional degree as outlined by each College. Undergraduate students must complete a minimum of 30 credits of the additional degree’s required course of study in order to meet residency. A student holding one University of Phoenix Undergraduate degree may earn a different degree by applying the credits earned from the first degree toward the additional degree; however, students must still meet all additional residency requirements (30 credits), along with the general education and minimum credit requirements in effect for the additional degree at the time of enrollment.

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

A diploma application must be completed for each program. Students may earn only one certificate per program.
Maximum Credit Load

Undergraduate students may earn a maximum of 39 credits in a twelve (12) month period.
Graduate students may earn a maximum of 33 credits in a twelve (12) month period.
Credits attempted and earned beyond the maximum allowable limits will be transcripted but will not apply toward degree completion requirements. Courses taken concurrently at other institutions will not be counted towards this total and will not be limited in any way.

Course Credits

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

Student Identification Numbers

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

Name and Social Security Number Changes

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

Duplication of Credit

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

Course Audit Policy

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

Re–Entry Students

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

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

Transfer of Credit

Academic credit earned for courses appearing on an official transcript from an institution that offers associate degrees or higher, which was accredited, or a candidate for accreditation at the time the student attended, by a regional or national accrediting body, or a foreign institution recognized/authorized by the country’s Ministry of Education, will be reviewed for transfer into the University 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 Board of Health Education Schools
- Accrediting Commission of Career Schools and Colleges
- Association of Theological Schools
- Council on Occupational Education
- Distance Education and Training Council
- Transnational Association of Christian Colleges and Schools
- National Accrediting Commission of Cosmetology Arts & Science
- Accrediting Council for Continuing Education and Training
A maximum of 30 credits may also be awarded for the successful completion of exams from approved national testing programs (CLEP, Excelsior, Berlitz, NLN, AP, DLPT, College Level GED, and DANTES) according to University policy except where prescribed otherwise for limitations of nontraditional credits under state statutes.

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

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

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

**Nondiscrimination Policy**

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

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

**Discrimination Procedures:**

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

   iv. **Timeframe for Conducting Title IX complaints:**
      • Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
      • Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation.
      • Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.

**Harassment Policy**

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

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

Harassment Procedures

1. Students, faculty or staff alleging harassment must present their grievance within six weeks.

   a. Allegations of sexual harassment must be presented to Camie Pratt, Associate Vice President and Title IX Coordinator, Office of Dispute Management, 4615 E. Elwood Street, Mailstop AA-S401, Phoenix, AZ 85040, 602.557.3391, Camie.Pratt@phoenix.edu or designee.

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

      ii. If the Title IX Coordinator finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:

         • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
         • If the accusation is against a student then the Student Code of Conduct procedures apply.
         • If the accusation is against an employee then the Title IX Coordinator or their designee will contact Human Resources and human resources policies for processing claims of discrimination will be followed.

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

      iv. Timeframe for Conducting Title IX complaints:

         • Investigation - a prompt, thorough, and impartial investigation will be conducted within 60 days barring any unusual complexity.
         • Opposing parties will receive notice of the outcome of the complaint within 30 days of the close of the investigation barring any unusual complexity.
         • Opposing parties shall be afforded the opportunity to appeal within 10 days of receiving notice of the outcome.

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

      i. Campus Director of Academic Affairs, Director of Operations, or Director of Student Services, or their respective designee will conduct a prompt, thorough and impartial investigation and make a determination on whether the student presented a factual connection between the allegation of harassment and the alleged actions.

      ii. If the appropriate director or designee finds that there is a factual connection between the allegation of harassment and the alleged actions then one of the following procedures will be followed:

         • If the accusation is against a faculty then the Faculty Code of Conduct procedures apply.
         • If the accusation is against a student then the Student Code of Conduct procedures apply.

• If the accusation is against an employee then the appropriate campus director or their designee will contact Human Resources and human resources policies for processing claims of harassment will be followed.

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

Disability Services

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

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

Obtain Information

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

Acceptable Use of University Computing and Communication Resources

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

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

General Requirements of Users

Users of University computing and communication resources must:

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

**Intellectual Property**

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

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

**Privacy & Security**

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

**Monitoring**

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

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

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

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

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

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

- Conditions for Permitting Inspection, Monitoring, or Disclosure

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

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

**Confidentiality**

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

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

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

**Violations and Enforcement**

**Reporting Violations**

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

**Response to a Reported Violation**

Upon receiving notice of a violation, the University may temporarily suspend a user’s privileges or move or delete the allegedly offending material pending further investigation. A person accused of a violation will be notified of the charge and have an opportunity to respond before the University imposes a permanent sanction. Appropriate cases will be referred to the University disciplinary process appropriate to the violator’s status (i.e., faculty member or student) or to appropriate law enforcement authorities.

In addition to sanctions available under applicable law and University policies, the University may impose a temporary or permanent reduction or elimination of access privileges to computing and communication resources. The University may temporarily suspend any account, whether or not the account user is suspected of any violation, if it is believed to be necessary to preserve the integrity of University computing and communication resources. The University will provide appropriate notice to the account user.
Servers and computers that threaten the security of University systems will be removed from the network and allowed to reconnect only with the approval of Information Security Personnel.

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

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

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

Introduction

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

Student Financial Aid Consumer Information

University of Phoenix participates in federal financial aid programs, including:

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

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

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

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

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

Access to Education Records

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

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

Education records are defined as all records, files, documents and materials containing information directly related to a student, and maintained by an educational institution. The following are not interpreted as education records:

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

Releasable Information - Directory

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

- Student name
- Home address
- Email address
- Home telephone number
- Year of birth
- Dates of attendance at the University
- Dates of admission to the University
- University programs of study
- University degree completion dates and type of 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 lawfully issued subpoena. A FERPA Hold Request is valid throughout the student’s enrollment.

To remove a FERPA Hold Request, the student must complete and submit a FERPA Hold Release form to the Registrar’s Office. To remove previously authorized parties from record, the student completes and submits a FERPA Rescind form listing all parties to whom information should no longer be released.
Information Not Released - Non-Directory

In compliance with FERPA, the following student information must not be released by the University without prior written consent according to FERPA:

- Personal identifiers such as student name, address, and telephone number.
- Social Security Numbers (SSN), Individual Record Numbers (IRN), or Personal Identification Numbers (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.
- Country of origin.

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

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

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

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

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

A school official has a legitimate educational interest if:
• Performing a task specified in his or her job description or contract
• Performing a task related to a student’s education
• Providing a service or benefit relating to a student or a student’s family
• Representing a school in which a student seeks to enroll
• Disclosing information to federal and state authorities auditing compliance of federal or state support programs
• Disclosing information to 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 authorities 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

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

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/consumer-information.html.

Current students can also obtain a copy of the FERPA policy in their student catalog at https://ecampus.phoenix.edu/portal/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 Policy

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.
- "Publisher" 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.
- "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.
- "Unrelated Entities" means third parties that are not Educational Partners and who are not providing services to Apollo Group, Inc. or University of Phoenix as Business Associates.
- "Web Analytical Information" means internet generated Information we collect when you visit our Sites. This Information may be linked with marketing and Personal Information. When linked with other Information identifying you personally, either alone or in combination with other Information, then such Information also will be considered Personal Information.

Information We Collect

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

Information Collected Automatically

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

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

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

Information You Provide to Us

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

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

**How We Use This Information**

**Marketing Information**

We use marketing information to help us better plan our Sites and services to meet your needs; to measure and improve our Site(s) and services; 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.

**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:

**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.

**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.

**How We Use This Information**

We may collect, use and disclose Personal Information to:

- 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.
- 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.

**Student Educational Records**

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

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

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

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

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

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

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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 is less than 24 years old or enrolled in a postsecondary program at the time of the parent or guardian’s death

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

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

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

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

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

Federal Perkins Loan

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

Terms and Conditions

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

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

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

Federal Stafford Direct Loan Program (DL)

Loans made through this program are referred to as Direct Loans (DL). Eligible students and parents borrow directly from the U.S. Department of Education. Direct Loans include subsidized and unsubsidized loans, PLUS Loans, and Consolidation Loans. These loans are paid directly to the U.S. Department of Education. A subsidized loan is awarded based on 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 apply for subsequent loans after successfully completing these requirements. The University will hold 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/after July 1, 2006
Note: Effective July 1, 2010, the only loans that can be made are Direct Loans.

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

Fixed Rate for Loans First Disbursed on or after July 1, 2006

Subsidized Loans for graduate and professional students 6.80
Unsubsidized Loans for all students 7.90

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

Variable Rates:
Direct Loan and FFEL Program Loans First Disbursed Between July 1, 1998 and June 30, 2006
These rates were calculated based upon statutory formulas and equal the bond equivalent rate of the 91-day Treasury bills auctioned on May 31, 2011, plus certain statutory percentage additions. The 91-day Treasury bills were auctioned at 0.061 percent, rounded to 0.06 percent.

<table>
<thead>
<tr>
<th>LOAN TYPE</th>
<th>LOAN STATUS</th>
<th>For the Period July 1, 2010 to June 30, 2011</th>
<th>For the Period July 1, 2011 to June 30, 2012</th>
</tr>
</thead>
</table>
| Subsidized and Unsubsidized Loans Repayment or Forbearance 2.47 2.36
In-school, Grace, or Deferment 1.87 1.76
PLUS Loans All Statuses 3.27 3.16
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.shtml or www2.ed.gov/offices/OSFAP/DirectLoan/calc.html.

**Federal Financial Aid Counseling**

**Entrance Counseling**

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

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

**Exit Counseling**

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

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

**Perkins Loan Counseling**

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

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

**TEACH Grant Counseling**

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

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

**Student Financial Aid Rights and Responsibilities**

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

- Written information on loan obligations and information on rights and responsibilities as a borrower
- A copy of the MPN, either before or at the time loan is disbursed
- A grace period and an explanation of what this means
- Notification, if in grace period or repayment, no later than 45 days after a lender assigns, sells or transfers the loan to another lender
- A disclosure statement, received before repayment begins, that includes information about interest rates, fees, the balance owed, and a loan repayment schedule
- Deferment or forbearance of repayment for certain defined periods, if qualified and requested
- Prepayment of loan in whole or in part anytime without an early-repayment penalty
- Documentation that loan is paid in full

In accordance with the Borrower’s Rights and Responsibilities Statement, http://www.direct.ed.gov/pubs/dlrights.pdf, attached to the Master Promissory Note (MPN) the student has the responsibility for the following:

- Completing exit counseling before leaving school
- Repaying loan according to repayment schedule even if not completed academic program, dissatisfied with the education received, or unable to find employment after graduation.
- Notifying lender or loan servicer if:
  - Move or change my address
  - Change telephone number
  - Change name
  - Change SSN
  - Change employers, employer’s address or telephone number changes
- Make monthly payments on loan after grace period ends, unless a deferment or forbearance
- Notifying lender or loan servicer of anything that might later change eligibility for an existing deferment or forbearance

**Student Loan Code of Conduct**

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

University of Phoenix encourages students to review the Student Loan Code of Conduct at http://cdn-static.phoenix.edu/content/dam/altcloud/doc/tuition/Student-Loan-Code-of-Conduct.pdf, to learn about loan regulations. Students should contact the University by email at PLL@phoenix.edu with any questions about the information in this document.

**Statement of Educational Purpose**

The parent or student signing a Free Application for Federal Student Aid (FAFSA) certifies that (1) will use federal and/or state student financial aid only to pay the cost of attending an institution of higher education, (2) are not in default on a federal student loan or have made satisfactory arrangements to repay it, (3) do not owe money back on a federal student grant or have made satisfactory arrangements to repay it, (4) will notify your college if you default on a federal student loan and (5) will not receive a Federal Pell Grant from more than one college for the same period of time. The parent or student, signing the Free Application for Federal Student Aid (FAFSA) agrees, if asked, to provide information that will verify the accuracy of your completed form. This information may include U.S. or state income tax forms that you filed or are required to file. 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.

**Refferrals 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 toward 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 fed-
eral 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 com-
pletes 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 aca-
demic 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 par-
ent 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 stu-
dent’s parent or parents or spouse, and a verification worksheet.
Additional documents may be requested by the University to com-
plete the application process. A student will receive written notifi-
cation 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 cir-
cumstances, with respect to some aspects of eligibility, using Pro-
fessional Judgment. Professional judgment allows the University to
treat a student individually when the student has special circum-
cstances 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 appropri-
date, document the professional judgment decision.

The University will complete Verification before exercising profes-
sional 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.

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

Reestablishing Academic Progress

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

Regular (RG)

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

Financial Aid Warning (FW)

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

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

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

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

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

Policy

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

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

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

Tuition

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

Electronic Course Materials and Books

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

Living Expense

• Housing
• Transportation excluding Online students
• Miscellaneous

The monthly living expense component is based on an average between moderate and low, as published by the College Board. This average is used to calculate a monthly living expense amount used for students of all regions and states. The monthly living expense is then multiplied by the months in the loan period, based on degree level. Students receiving military housing assistance will have a reduction in living expenses in the amount of the housing allowance.
Remaining Periods
Remaining periods of enrollment will be prorated if the loan period contains less than 24 credit hours. Proration is calculated by dividing the number of remaining instructional weeks by four, rounding up that result, and multiplying it by the monthly living expense amount. The COA will not increase if a remaining period needs to be extended due to the student failing or withdrawing from a course(s) in the prorated period.

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

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

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

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.

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

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

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

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

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

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

Terms and Conditions

Failure to Return

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

A possible consequence of not returning from an LOA is that all or part of the student’s grace period may be exhausted in whole or in part. Therefore, before the University will ever, if a student on an approved LOA fails to return, the University must report the student’s change in enrollment status to loan holders. 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.

Coursework

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

Disbursements

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


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 will return 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.

Financial Aid Awarding
The law requires financial aid advisors to determine whether a student is eligible for grant programs prior to loan programs of federal student aid (FSA) to reduce the need for borrowing. The University estimates Federal Pell Grant Program eligibility as Estimated Financial Assistance (EFA) when making Campus-Based awards. Pell Grant eligibility for an undergraduate student is estimated before originating a subsidized or unsubsidized Direct loan for that student. In addition, an unsubsidized Direct Loan is not originated without first determining the need for a subsidized Direct Loan. However, if the amount of the subsidized Direct loan is $200 or less and the amount can be included as part of an unsubsidized Direct Loan, the University is not required to originate a separate subsidized loan. For a dependent student, the University may originate a Parent PLUS and disburse Parent PLUS funds without determining the Pell Grant and subsidized Direct Loan eligibility for a student. Determining Pell eligibility is not relevant for Grad PLUS, but (unlike Parent PLUS) the University must determine a graduate/professional maximum subsidized/unsubsidized Direct loan eligibility before the student applies for PLUS.

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

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

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

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

First-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 Campus College of University of Phoenix: 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.

Local Campus: Most local campus classes meet four (4) hours per week. Student/learners are in attendance at the local campus workshops if they physically attend the local campus workshop meeting at any time during the scheduled class and sign the attendance roster. Attendance at the scheduled class 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>
<tr>
<td>10-50+</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Faculty requests for a withdrawal/failing (WF) grade will be approved for extenuating circumstances only and will be administered by the Registrar's Office. Requests should be submitted to the Registrar's Office by sending the approved Official Grade/Attendance Change Form.

**Academically Related Activities (ARA)**

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, as well as within a course.

**For Online/Directed Study Students:**
- All OLS Postings in a course (includes discussions, assignments, and 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
- Maintain continuous enrollment by ensuring no more than 14 days elapse between posting attendance at an academically related activity (ARA).

**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 acknowledging participation in the completion of the learning team deliverable all count as Academic Related Activities.

**Financial Policies and Procedures**

**Finance Plans**

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

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

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

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

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

### Supplemental Funding

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

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

**Payment Policies**

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

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

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

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

All tuition, fees and payment policies are subject to change. Students who primarily attend a University of Phoenix campus other than University of Phoenix Online are subject to financial approval by their primary campus prior to enrolling in a course.

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

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

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

**Financial Options Guide**
The Financial Options Guide has been updated and can be reviewed at http://cdn-static.phoenix.edu/content/dam/altcloud/tuition/financial-options-guide.pdf
Financial Obligation
The University does not impose penalties on students who are unable to meet financial obligations due to delays caused by the University.

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. If approved, the student would be required to complete all program requirements in effect at the time of readmission. An application for DVA education benefits will also be necessary to reestablish benefits with University of Phoenix.

Military Tuition Assistance
To obtain federal military tuition assistance, visit the education office to receive college counseling and develop an education plan. From that point, a student can submit a military Tuition Assistance request, http://www.phoenix.edu/colleges_divisions/military/military-financial-options/tuition-assistance.html
A student can currently receive 100 percent federal tuition assistance from military service, with a $250 cap per semester hour and a $4,500 annual limit.

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

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

Readmission of Servicemembers
Any student whose absence from the University is necessitated by reason of service in the uniformed services is entitled to readmission if the following criteria are met:
- 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 badconduct discharge, OR
- A dismissal of such person permitted under section 1161(a) of Title 10, USC, OR
- A dropping of such person from the roles pursuant to section 1161(b) of Title 10, USC, http://uscode.house.gov/download/title_10.shtml.

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

Accreditation, Licensures, Reviews, and Approvals

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

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

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

- Alabama Commission on Higher Education
- Alaska Commission on Postsecondary Education
- Arizona State Board for Private Postsecondary Education
- Arkansas Department of Higher Education
- State of California
- Colorado Department of Higher Education, Commission on Higher Education
- Department of Higher Education, State of Connecticut
- Delaware Department of Education
- Government of the District of Columbia, Education Licensure Commission
- Florida Commission for Independent Education
- Georgia Nonpublic Postsecondary Education Commission
- State of Hawaii, Office of the Governor
- Idaho State Board of Education
- Illinois Board of Higher Education
- State of Indiana Commission on Proprietary Education (COPE)
- Iowa College Student Aid Commission
- Kansas Board of Regents
- Kentucky Council on Postsecondary Education
- State of Louisiana Board of Regents
- Maryland Higher Education Commission
- Commonwealth of Massachusetts Board of Higher Education
- State of Michigan Department of Education, Postsecondary Services
- Minnesota Office of Higher Education
- Mississippi Commission on College Accreditation
- State of Missouri Coordinating Board of Higher Education
- Montana Office of the Commissioner of Higher Education
- Nebraska Coordinating Commission for Postsecondary Education
- Nevada State Commission on Postsecondary Education
- New Jersey Commission on Higher Education
- New Mexico Higher Education Department
- Board of Governors for the University of North Carolina
- Ohio Board of Regents
- Oklahoma State Regents for Higher Education
- Oregon Office of Degree Authorization
- Commonwealth of Pennsylvania Department of Education

- Consejo de Educación Superior de Puerto Rico/Puerto Rico Council on Higher Education
- South Carolina Commission on Higher Education
- South Dakota Board of Regents
- Tennessee Higher Education Commission
- Texas Higher Education Coordinating Board
- Utah System of Higher Education State Board of Regents
- Commonwealth of Virginia State Counsel of Higher Education
- The State Council of Higher Education for Virginia
- State of Washington Higher Education Coordinating Board
- State of Wisconsin Educational Approval Board
- Wyoming Department of Education

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

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

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

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

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

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

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

In addition, the College of Education has approval for education programs through the following state agencies:
- Arizona Department of Education
- California Commission on Teacher Credentialing (CTC)
- Colorado Department of Education (CDE)
- Hawaii Teacher Standards Board (HTSB)
- Idaho State Department of Education
- Indiana Department of Education (IDOE)
- Missouri Department of Elementary and Secondary Education
- New Mexico Public Education Department (NMPED)
- Nevada Department of Education (NDE)
- Oregon Teacher Standards and Practices Commission
- Puerto Rico Department of Education
- Texas Education Agency (TEA)
- Utah State Office of Education (UTOE)
(Inspections vary by state. Not all programs are approved in all states.)

College of Social Sciences/Counseling Programs
The Master of Science in Counseling Program with a specialization in Community Counseling (Phoenix and Southern AZ campuses) and the Master of Science in Counseling Program in Mental Health Counseling (UT campus) are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

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

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

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

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

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

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

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

Students have the responsibility to both self-disclose and request accommodation through the campus disability services advisor. Communication with faculty or other staff members does not constitute fulfilling the University ADA accommodation requirements. Confirmation through documentation from a health care provider is required prior to accommodations or adjustments being determined and fulfilled.
Obtain Information
The campus disability services advisor is responsible for managing the ADA process, including negotiations, and finalizing appropriate student accommodations. Additional information and a list of campus disability services advisors are located at http://www.phoenix.edu/students/disability-services.html

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

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

Online Campus
University of Phoenix
3157 E. Elwood St.
Phoenix, AZ 85034
866.766.0766

Transfer Center
4615 E. Elwood St.
Phoenix, AZ 85040
800.866.3919
480.446.4600
Fax: 480.303.5832

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

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

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

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

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

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

Alumni Occupations

The following represents occupations of University alumni:

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

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

Withdrawing From the University

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

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

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

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

The withdrawal date for a student who ceases attendance at the University, including a student who does not return from an approved leave of absence, is the last date of academic attendance or attendance at an academically related activity determined from the University's attendance records. In the case of a student who has received an approved leave of absence, the University will review the student record on or after their originally approved return date. The review determines if the student reentered as scheduled, or did not reenter as scheduled and must be withdrawn for the purposes of the Return of Title IV (R2T4) calculation and deferment processing.

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

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

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

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

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

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

Total Number of Calendar Days Completed in Payment Period

Total Number of Calendar Days in Payment Period

The amount of federal financial aid a student earned is determined on a rate-of-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 describe in procedure and in the best interest of the student.

The calculation for unearned federal financial aid is as follows:

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

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

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

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

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

**Return of Unearned Federal Financial Aid**

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

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

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

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

Charges should not reflect Withdrawn (W) grade adjustments.

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

**Timelines for Return of Federal Financial Aid**

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

**Timeframe for Returning Unclaimed Credit Balance**

If the University attempts to disburse a credit balance by check and the check is not cashed, the University must return the funds no later than 240 days after the date the University issued the check. If a check is returned to the University, or an electronic funds transfer (EFT) is rejected, the University may make additional attempts to disburse the funds, provided those attempts are made no later than 45 days after the funds were returned or rejected. When a check is returned or an EFT is rejected and the University does not make another attempt to disburse the funds, the funds must be returned before the end of the initial 45-day period.

**Program and/or Version Changes**

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

**Institutional Refund Policy**

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

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

Students who withdraw from a course prior to the start date will receive a 100 percent refund for that course. Students who have completed 60 percent or less of the course are eligible for a pro rata refund.
Example of a refund on attendance for a 5-week course:
Attend 1 week 80% refund due
Attend 2 weeks 60% refund due
Attend 3 weeks 40% refund due
Attend 4 weeks no refund due
Example of a refund on attendance for a 6-week course:
Attend 1 week 83% refund due
Attend 2 week 67% refund due
Attend 3 week 50% refund due
Attend 4 week no refund due
Example of a refund on attendance for a 9-week course:
Attend 1 week 89% refund due
Attend 2 week 78% refund due
Attend 3 week 67% refund due
Attend 4 week 56% refund due
Attend 5 week 44% refund due
Attend 6 week no refund due

State Refund Policies

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

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

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

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

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

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

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

**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.
Nevada
Students in the state of Nevada will have tuition refunded using the University Institutional Refund Policy including the following exceptions:
• Students who cancel enrollment anytime before the start of the first class session will receive a full refund of all monies paid.
• The University may retain 10 percent of the tuition agreed upon in the Enrollment Agreement or $100, whichever is less, for students who fail to attend in the enrollment period for which advanced payment was made.
• Refunds will be paid to the person or entity who paid the tuition within 15 calendar days after one of the following, whichever is applicable:
  • The date of cancellation by a student of his enrollment
  • Termination by the University of the enrollment of the student
  • The last day of an authorized leave of absence, if a student fails to return after the period of authorized absence
  • The last day of attendance of a student
• For purposes of this refund calculation, the period of attendance must be measured from the first day of instruction, as set forth in the Enrollment Agreement, through the last day of actual attendance, regardless of absences. In addition, tuition must be calculated using the tuition and fees set forth in the Enrollment Agreement and does not include books, educational supplies or equipment listed separately from tuition and fees. Books, educational supplies and equipment for individual use are not included in the policy for refund, and a separate refund will be paid by the University to the student if those items were not used by the student.
• Disputes will be resolved by the Administrator for refunds on a case-by-case basis.
• If the University cancels or discontinues a course or educational program stated in the Enrollment Agreement, the University will refund all monies paid for that course or program.

Ohio
Students in the state of Ohio will have tuition refunded using the University’s Institutional Refund Policy with the following exceptions:
• Students have the right to a full refund of all monies paid 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 Policy

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

Copyrighted works protect original works of authorship and include:
• Books, articles and other writings
• Songs and other musical works
• Movies and Television productions
• Pictures, graphics and drawings
• Computer software
• Pantomimes and choreographic works
• Sculptural and architectural works

Specific information on copyright law and fair use may be found at the following sites:
• The U.S. Copyright Office: http://www.copyright.gov
• The Electronic Frontier Foundation fair use frequently asked questions: http://eff.org/IP/eff_fair_use_faq.php.

Copyright Infringement
The copyright law provides the owner of copyright in a work the exclusive right to the following:
• Reproduce the work in copies
• Prepare derivative works based upon the work
• Distribute copies of the work to the public by sale or other transfer of ownership, or by rental, lease, or lending
• Perform the work publicly
• Display the copyrighted work publicly
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 University network, recognizing the legal requirements of the files that students are downloading or sharing. Students should be aware that 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 and educate about copyright laws and the response to copyright infringement.

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

Legal Sources for Online Music and Videos

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

- EDUCAUSE is an association of colleges and universities, which maintains a list of legal media sources: http://www.educause.edu/legalcontent
- Motion Picture Association of America (MPAA) provides a list of legal motion picture and video sources: http://www.mpaa.org/contentprotection/get-movies-tv-shows
- The Recording Industry Association of America (RIAA) provides a list of legal music sources: http://www.riaa.com/toolsforparents.php/content_selector=legal-music-services

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

Digital Millennium Copyright Act (DMCA) Policy

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

In addition to sanctions that may be applicable under the University Student Code of Conduct Policy, the Acceptable Use of Computing Resources Policy or other policies, University of Phoenix may terminate the network accounts or access to users who have repeatedly infringed on the copyrights of others. University of Phoenix, in compliance with the federal Digital Millennium Copyright Act (DMCA), has established a mandated process for receiving and tracking alleged incidents of copyright infringement.
The University has designated an agent who will investigate notices of alleged copyright infringement and take appropriate actions. Such actions may include terminating repeating infringers accounts under the Digital Millennium Copyright Act (DMCA). The copyright infringement notices must be given in writing, preferably by email, or by U.S. mail to the agent listed below:

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

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

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

Filing Notice of Alleged Infringement

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

- Identify in sufficient detail the copyrighted work that you believe has been infringed upon; for example, a student describes the work that you own.
- Identify the material that you claim is infringing on your copyright as set forth in number 1 and provide detailed information reasonably sufficient to locate the infringing item; for example, provide the link to the infringing information.
- Provide a reasonably-sufficient method of contacting you: phone number, address and email address.
- If possible, please provide any information that you allow the University to notify the alleged infringing party of notice of the alleged infringement.
- The following statement must be included in your notice: "I have a good faith belief that the use of the copyrighted materials described above and contained on the service is not authorized by the copyright owner, its agent, or by protection of law."
- The following statement must be included in your notice: "I swear, under penalty of perjury, that the information in the notification is accurate and that I am the copyright owner or am authorized to act on behalf of the owner of an exclusive right that is allegedly infringed."
- The notice must be signed.

Filing Counter Notification of Alleged Infringement

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

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

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

Vaccinations and Immunizations

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

Campus Safety Policies

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

- Annual crime statistics
- Safety and awareness
- Crime prevention
- Drug and alcohol abuse
- Health risks
- Available counseling programs
- Prohibited use or distribution of drugs and alcohol
- Legal effects 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_safety/campus_crime_statistics.aspx or by requesting a printed copy from your local campus security authority.

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

Statement of Policy On Sex Offender Registration

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

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

Emergency Mass Notification Policy

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

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

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

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

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

Campus Security Authority Contact List

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

Drug and Alcohol Abuse Prevention Program

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

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

Standards of Conduct

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

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

Pell Grant

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

Federal Financial Aid Penalties for Drug Violations

Federal guidelines focus strongly on illicit drug use and distribution. The Higher Education Opportunity Act states students convicted for an illicit drug violation can be denied federal financial aid for a specific period, in addition to other legal penalties.
The Free Application for Federal Student Aid (FAFSA) asks students if they have been convicted of a drug-related offense. “Have you ever been convicted of possessing or selling illegal drugs?” If you answer “yes,” complete and submit this application, and we will send you a worksheet in the mail for you to determine if your conviction affects your eligibility for aid.”

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

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

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

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

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

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

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

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

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.
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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 Colleges of Arts and Sciences Programs - Counseling and Human Services

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

The following Supplemental Standards for Candidates in Colleges of Arts and Sciences Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements, practicums, and internships. The Supplemental Standards address a candidate's affective attributes and disposition to be a human services worker or counselor. A corresponding Professional Dispositions Rubric provides additional guidance. A candidate’s ability to satisfactorily meet the Supplemental Standards is a matter of ongoing academic judgment made by faculty, campus staff, and campus management.

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

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

3. The candidate is a thoughtful and responsive listener.

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

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

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

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

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

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

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

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

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

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

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

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

A. One Referral

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

B. Two or More Referrals

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

C. Candidate Retention Committee

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

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

University of Phoenix Supplemental Standards for Candidates in College of Education Programs

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

The following Supplemental Standards for Candidates in College of Education Programs ("Supplemental Standards") apply to these degree candidates before, during, and after their field placements. The Supplemental Standards address a candidate’s affective attributes and disposition to be an educator/administrator. A corresponding Professional Dispositions Rubric provides additional guidance.

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

1. The candidate contributes to a positive climate in the University classroom and all field placements.
2. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
3. The candidate is a thoughtful and responsive listener.
4. The candidate is committed to reflection, assessment, and learning as an ongoing process and believes that all students can learn.
5. The candidate is willing to give and receive help.
6. The candidate is sensitive to community and cultural norms for the degree program, the University classroom, and all field placements.

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

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

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

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

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

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

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

C. Candidate Retention Committee

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

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

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

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

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

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

Procedure for Processing Referral Forms

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

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

A. One Referral

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

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

Policy on Supplemental Standards for Candidates in College of Education Programs
The University of Phoenix policy on supplemental standards are designed to address affective attributes and dispositions that are required by educators/administrators in their respective professions’ ethics and standards. The dispositions were adapted, in part, from the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC).
The policy states that as prospective educators/administrators, College of Education candidates are expected to represent the University as professionals and adhere to the ethics and standards of their profession as well as the University’s Student Code of Conduct. In addition to the UOPX Student Code of Conduct, candidates in the College of Education are also held to Supplemental Standards because of their anticipated interactions with students, parents, and the school community.

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.
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.
The Student Code of Conduct of University of Phoenix supports the University’s mission to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the University’s academic community. This requires the demonstration of mutual respect and civility in academic and professional discourse. A University is a marketplace of ideas and, in the search for truth, it is essential that freedom exists for contrary ideas to be expressed. Accordingly, students are expected to respect the rights and privileges of others and to foster an environment conducive to learning. Students are accountable for their actions and are required to work independently, as well as collaboratively with teams, in achieving learning goals and objectives.

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

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

1. Actions, oral statements, and written statements which threaten or violate the personal safety of any member of the faculty, staff, or other students.
2. Harassment that has the effect of creating a hostile or offensive educational environment for any student, faculty, or staff member.
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 1-14 above).
17. Violation of federal, state, provincial, or local laws or regulations that impacts the University’s educational environment.

Student Code of Academic Integrity

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

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

a. Plagiarism - Intentional or unintentional representation of another’s words or ideas as one’s own in an academic exercise. Examples of plagiarism include but are not limited to:
• The exact copy of information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used in a class posting or assignment submission do not represent the student's original words or ideas, the student must distinguish them with quotation marks or a freestanding, indented block quotation (for a quotation of 40 or more words), followed by the appropriate citation in accordance with the Publication Manual of the American Psychological Association. When a student copies information from a source, he or she must acknowledge the source with quotation marks or block quotes irrespective of whether or not the source has been formally published.
• Paraphrasing statements, paragraphs, or other bodies of work without proper citation using someone else's ideas, data, language, and/or arguments without acknowledgement.
• Presenting work as the student's own that has been prepared in whole or part by someone other than that particular student. This includes the purchase and/or sharing of work.
• Failure to properly cite and reference statistics, data, or other sources of information that are used in one's submission.

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

Procedure for Processing Alleged Violations of the Student Code of Conduct:
Procedure for Processing Alleged Violations of the Student Code of Conduct:
A. Alleged Violations:
1. An alleged violation of the Student Code of Conduct, unless related to student records or sex discrimination/harassment, shall be forwarded to the Campus Director of Academic Affairs, the Campus Director of Operations, or their designee.
2. An alleged violation of the Student Code of Conduct that relates to student records shall be forwarded in writing to the Registrar.
3. An alleged violation of the Student Code of Conduct that relates to sex discrimination/harassment shall be forwarded to the university's Title IX Coordinator, Camie Pratt, Associate Vice President, Office of Dispute Management, 4615 E. Elwood Street, Mailstop AA-S401, Phoenix, AZ 85040, 602.557.3391, Camie.Pratt@phoenix.edu or designee).
4. All alleged violations of the Student Code of Conduct shall be subject to a fair and impartial process in determining whether or not a violation has occurred.
5. An alleged violation of the Student Code of Conduct may result in a warning or it may be subject to review by a committee as described below.

B. Investigation:
1. Alleged violations of the Student Code of Conduct shall be investigated in a prompt, thorough, impartial, and reasonable manner.
2. The investigation shall gather relevant evidence, including, but not limited to, pertinent documents and statements from witnesses. Title IX investigations will be conducted within 60 days barring any unusual complexity.
3. While an alleged violation of the Student Code of Conduct is being investigated, a student may be removed from class, campus-sanctioned events, and other University functions after review and consultation with Apollo Legal Services and/or the Office of Dispute Management.

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

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

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

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

E. Committees:

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

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

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

F. Committee Process:

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

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

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

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

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

G. Decision:

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

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

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

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

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

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

H. Sanctions:

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

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

I. Appeals:

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

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

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

Academic Advisement

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

Registration

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

Students must sign 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 Reentry. 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 graduate course to be unconditionally admitted and placed on Admitted status. Failure to meet the minimum grade point average (GPA) of 3.0 by the fourth completed graduate course will result in a DA (Disqualified Admission) student academic status and a PD (Program Disqualification) program academic status. Students who are disqualified from their program are not eligible to reenter that program for a minimum of three years and are not eligible for readmission into an alternate program until the lapse of six months from the date of disqualification.

Registered (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 AP sequence. No exceptions to the 6 month disqualification will be granted by the Student Appeals Center (SAC). Upon the conclusion of the 6 month disqualification students can petition the Student Appeal Center to return. Students will be placed on academic probation for a period of four courses upon approval by the Student Appeals Center to re-enter. The student may be required to retake or replace the course(s) with the lowest grade(s) earned. Students on Academic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by a SAC appeal. The University will note the date a student is placed on and removed from Academic Disqualification on the permanent transcript. The existing schedule will be deleted and scheduling will be restricted for students placed on Academic Disqualification.

Scholastic Disqualification

Each degree program may have specific Progression Requirements. Failure to meet those Progression Requirements will result in Scholastic Disqualification. For example, Scholastic Disqualification results when a student fails to earn a specified minimum grade in a required progression course. Students who have been Scholastically Disqualified will not be allowed to continue in their degree program until they have fulfilled the requirements for progression as determined by University policy. The University will note the date a student is placed on and removed from Scholastic Disqualification on the permanent transcript. The course that placed the student on Scholastic Disqualification, or its equivalent, may be scheduled, but all other scheduling will be restricted. Students that fail their second attempt of a course for progression in their degree program will be placed on Scholastic Suspension. Students may appeal to the Student Appeal Center to petition to have the Scholastic Suspension removed. The University will note the date a student is placed on and removed from Scholastic Suspension on the permanent transcript.

For details about the Progression Requirements in your degree program, you should carefully review your Program Handbook. If you have any questions about Progression Requirements or Scholastic Disqualification, you should talk to your Academic Representative or College Campus Chair.

NOTE: Students who have been placed on Scholastic Disqualification may not transfer to another degree program or major until they have fulfilled the requirements for progression unless otherwise determined by the Campus Director of Academic Affairs and the Dean of the College for the new program/version.

Expulsion (EX)

Expulsion occurs when a student is administratively withdrawn from the university and not allowed to return under any circumstances. The date of expulsion is noted on the official transcript, any courses on the existing student schedule are deleted and future scheduling is restricted.
Disqualified for Admission (DA) Academic Status

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

Students who have been Disqualified for Admission (placed on DA academic status) will be administratively withdrawn from the university and will also be considered programmatically disqualified and are not eligible for readmission to their program for a minimum of three years.

Students on DA academic status are not eligible for readmission until the lapse of six months from the date of disqualification. After six months, the student will need to submit an appeal to the Student Appeals Center for permission to re-enter an alternate program. Students on Disqualified Admission (DA) status may not appeal to return before the end of the six month disqualification period. There will be no exceptions.

Students who have been Disqualified for Admission (placed on DA academic status) may not transfer to another degree program or major until they have fulfilled the requirements for reentry as determined by the Student Appeals Center and the appropriate Dean.

Scholastic Suspension

Scholastic Suspension occurs when a student is suspended for a period of time or indefinitely from the University as determined by appropriate campus officials and/or Central Administration. The student will be administratively withdrawn from the university if placed on Scholastic Suspension. A student may be placed on Scholastic Suspension due to a violation of the Student Code of Conduct or for the failure to meet the minimum grade requirement after the second attempt of a course required for progression in their degree program. The University will note the permanent transcript with the date a student is placed on and removed from Scholastic Suspension. A student may appeal to the Student Appeals Center to have the Scholastic Suspension removed if it is based on 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.azppse.gov.

In Arkansas, the student may contact the Arkansas Department of Higher Education, Commission on Proprietary Education, 1024 Capital Center Drive, Suite 320, Frankfort, KY 40601-8204; telephone (502) 573-1555 ext. 350.

In California, the student may contact the Bureau for Private Postsecondary Education, PO Box 302130, Montgomery, AL 36130-3021; telephone (502) 573-1555 ext. 350.

In Colorado, the student may contact the Department of Higher Education, Commission on Higher Education, 1300 Broadway Road, Second Floor, Denver, CO 80203; telephone (303) 866-2723, (303) 866-4209.

In Connecticut, the student may contact the Connecticut Department of Higher Education, 61 Woodland Street Hartford, CT 06105-232; telephone (860) 947-1800, (860) 947-1821.

In Delaware, the student may contact the Delaware Department of Education, 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, 1300 N. 13th Street, Suite 1414, Tallahassee, Florida 32399-0400; telephone (850) 245-3200.

In Georgia, the student may contact the Georgia Nonpublic Postsecondary Education Commission, 1050 Capitol Avenue, 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.

In Indiana, the student may contact the Indiana Commission on Proprietary Education (COPE), 302 W. Washington Street, Room E201, Indianapolis, IN 46204-2767; telephone (317) 464-4400, (317) 232-1324.

In Iowa, the student may contact the Iowa College Student Aid Commission, 200 10th Street, Fourth Floor, Des Moines, IA 50309-3609; telephone (515) 725-3400.

In Kansas, the student may contact the Board of Regents, 300 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 04333-0025; telephone (207) 624-6616.

In Maryland, the student may contact the Maryland Higher Education Commission, 839 Bestgate Road, Suite 400, Annapolis, MD 21401-3013; telephone (800) 974-0203.

In Massachusetts, the student may contact the Massachusetts Board of Higher Education, One Ashburton Place, Suite 1401, Boston, MA 02108-1696; telephone (617) 994-6937.

In Michigan, the student may contact the Michigan Department of Education, P.O. Box 30008 (or) 608 W. Allegan, Lansing, MI 48909; telephone (517) 373-9235.

In Minnesota, the student may contact the Minnesota Office of Higher Education, 1450 Energy Park Drive, Suite 350, St. Paul, MN 55108; telephone (651) 259-3975, (800) 657-3866.

In Mississippi, the student may contact the Mississippi Institutions of Higher Learning Commission Proprietary School and College Registration Mississippi Commission on College Accreditation, 3825 Ridgewood Road, Jackson, MS 34312; 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) 476-8400.

In North Carolina, the student may contact the Board of Governors of the University of North Carolina, General Administration, 910 Raleigh Road Chapel Hill, NC 27515-2688; telephone (919) 962-4538.
In Ohio, the student may contact the Ohio Board of Regents, registration number 1154320, 30 E. Broad Street, 36th Floor, Columbus, OH 43215-3414; telephone (614) 466-6000.

In Oklahoma, the student may contact the Oklahoma State Regents of Higher Education, 655 Research Parkway, Suite 200, Oklahoma City, OK 73104-3603; telephone (405) 225-9100, (405) 225-9142.

In Oregon, the student may contact the Oregon Office of Degree Authorization, 1500 Valley River Dr. Suite 100, Eugene, OR 97401; telephone (541) 687-7478.

In Pennsylvania, the student may contact the Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333; telephone (717) 783-6785.

In Puerto Rico, the student may contact the Consejo de Educacion Superior de Puerto Rico / Puerto Rico Council on Higher Education, PO Box 19900, San Juan, Puerto Rico 00910-1900; telephone (787)-724-7100 ext 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 Wisconsin, the student may contact the Wisconsin Educational Approval Board, 30 W. Mifflin St. 9th Floor, P.O. Box 8696, Madison, WI 53708; telephone (608) 266-1996, (608) 266-1996.

In Wyoming, the student may contact the Wyoming Department of Education, Hathaway Bldg., 2Floor, 2300 Capitol Avenue, Cheyenne, WY 82002-0050; telephone (307) 777-5712.

You may obtain a copy of the University’s accreditation and/or license documents, or information on how to contact any of the agencies that regulate the University, by contacting Apollo Legal Services at (602) 557-8119.

**Grading Procedures**

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

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>D-</td>
<td>.67</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>F</td>
<td>.00</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>IP</td>
<td>In Process</td>
</tr>
<tr>
<td>IX</td>
<td></td>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>W/F</td>
<td></td>
<td>P</td>
<td>Passing</td>
</tr>
<tr>
<td>AU</td>
<td></td>
<td>QC</td>
<td>No grade awarded</td>
</tr>
<tr>
<td>NC</td>
<td></td>
<td>WC</td>
<td>Waived with credit</td>
</tr>
</tbody>
</table>

Note: *D* is the minimum passing grade for a University course; however, some University programs and courses require higher minimum grades (College of Arts and Sciences, Education, Nursing, Counseling). Minimum grade requirements are documented within policy for those specific programs. Students who receive a grade below the minimum passing grade established for a course will not earn quality points as the grade is considered a failing grade.

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

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

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

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

*F* = Failing. Student performance demonstrates unsatisfactory or below minimally acceptable achievement in accomplishing course goals and objectives. Plus or minus grades indicate a high or low end grade that has been assigned.

*I* = INCOMPLETE
• Student granted extension to complete assignments.
• If a student is granted an Incomplete grade, the student’s final grade will be reduced one full letter grade by the faculty member, regardless of the circumstances under which the Incomplete was granted.
• Students who earn a grade of “I” and successfully complete the course will have the “I” grade replaced with the earned grade. The “I” grade will no longer be displayed on the student record.
• Students in the College of Education programs may not attend additional courses during the incomplete extension period after being assigned a grade of incomplete “I”, In Progress IP or In Progress Extension IX in any Seminars, Practicum or Internship courses.
• Students in the College of Nursing programs may attend additional courses during the incomplete extension period after being assigned a grade of Incomplete “I”, In Progress IP or In Progress Extension IX in a clinical course as long as the course with the I, IP, or IX grade is not a prerequisite to the subsequent course(s). This may apply to all nursing programs.
• Students in the Master of Science in Counseling programs may not attend additional courses during the incomplete extension period after being assigned a grade of Incomplete “I”, In Progress IP or In Progress Extension IX in a clinical course.
• Students in the School of Advanced Studies programs may not attend additional courses during the incomplete extension period after being assigned a grade of incomplete “I”, or In Progress Extension IX in a course.

*IP = IN PROGRESS

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

*IX = IN PROGRESS EXTENSION

An IX grade may be awarded in the following instances:
• This grade is only awarded to eligible students who require reasonable accommodations under American Disabilities Act (ADA) or documented military deployment and provides additional time to complete a course.
• A new IX course completion date must be selected by the faculty member and can range from 5 weeks to 15 weeks.
• Students who require reasonable accommodations will not be penalized one letter grade after completing the course to comply with an academic adjustment granted by the University in accordance with the ADA and Service Member Opportunities (SOC).
• IX grade will default to an F when the course exceeds its expiration date and no grade has been submitted.
• An IX grade is not calculated into the GPA.

*QC = No grade awarded.

A QC is awarded in the following instances:
• This grade may be used for zero credit courses once the attendance requirement has been satisfied.
• A QC grade may automatically post for certain Doctoral and Counseling courses when the IP period expires and no formal grade has been submitted.
• A QC grade is not calculated into the GPA
• This grade allows students to repeat a course (doctoral dissertations, etc.) without penalizing their GPA.

AU = AUDIT

• Students may register for and audit selected University courses upon campus approval and payment of an audit fee.
• 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 has failed to meet the class attendance requirements due to exceeding the maximum allowable absences.
• The student recorded positive class attendance in at least one scheduled class and has been administratively withdrawn from the university and/or program during the course.

WF = WITHDRAWAL/FAILING

Student withdrew from the course and the faculty member determined that the student was failing the course at the time of the withdrawal. The student attended at least one (1) night of a course and reaches the maximum allowable number of absences. Quality points are 0.00; the grade is not calculated in the GPA.

P = PASSING

Student satisfactorily completed the course.

NC = NO CREDIT

Student withdrew from the course; no grade was issued.

WC = WAIVED WITH CREDIT

University of Phoenix required course, waived with credit.
*In order for a student to move forward within a Student Financial Aid academic year and/or meet the standards for satisfactory academic progress, he or she must successfully complete the required credit hours within prescribed timelines. Courses completed with 0 credits and/or grades that are not calculated in the GPA will not qualify as successfully completed courses. Therefore, students receiving a F, W, WE, I, IP or QC as a final grade will be required to successfully complete additional courses to make up for credit deficiency(ies) within their academic year. A Student Financial Aid academic year consists of a minimum of 24 credits and 30 weeks.

**Grade Reports and Transcripts**

At the end of each course, the faculty member submits and posts grades for each student. Students can view their course information including grades, GPA, program information and scheduled courses online at https://ecampus.phoenix.edu. Students who require grade verification must request an Official Grade Card or may print a grade summary from the student website. University of Phoenix students may also request a grade verification letter through University Services Support Center.

The student’s official transcript is prepared by the Registrar’s Office. The transcript will show the courses, grades, credits, and dates of instruction for each course. Credits awarded from the Prior Learning Assessment will be recorded on the transcripts as the credits are awarded and assessment fees are paid.

Only a summary of credits transferred by institution will be included on the transcript. If you need itemized information for these credits the student must contact the school where the credits were completed.

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

Transcripts will be released only to students who are in good financial standing with the University.

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

Students may request official transcripts from the student website (https://ecampus.phoenix.edu) by selecting the Services menu and following the directions for requesting a transcript. The University cannot release transcripts received from other institutions. Copies of these transcripts must be obtained from the original institution. All official transcripts submitted to University of Phoenix become the property of the University and will not be returned to the student.

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

**Grade Disputes and Grade Corrections**

Students may dispute a grade received by contacting 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 recent program or version offered in their state or jurisdiction. Students must do this through consultation with their Academic Representative.

Students changing into a new program must have documentation on file that meets all admission requirements for the new program being entered. Students who are changing programs to a new program that has employment/work experience/access to work environment requirements must submit a Program Change Addendum. Previously transferred or completed University of Phoenix coursework may not apply to the new program requirements due to differences in degree and content requirements for the new program being entered.

**Diploma Application and Degree Conferral**

Students must submit a Diploma Application in order for their degree to be conferred. Once students have completed all degree requirements, a Diploma/Certificate Application link will be posted on their student web site at https://ecampus.phoenix.edu under the Important Messages section. If for some reason the link does not appear, students may contact their Academic Representative for a paper copy of the Diploma Application. Once the Registrar’s Office receives the Diploma Application and the student has satisfied all financial obligations to the University, an official audit of the student’s record will be conducted. If all degree requirements have been met, the student will be degree conferred and a Diploma and degree posted transcript will be ordered and mailed to the student.

**Posthumous Degrees**

The University may present posthumous degrees to the executor of the estate (written authorization required) or immediate family members (notarized affidavit required) of deceased students who were actively enrolled and in good academic and financial standing in a University program at the time of their death. Immediate family members include: spouse, legally recognized domestic partner of the deceased, parents, legal guardians (court document required), children (over the age of 18), and siblings.
Degree Posting

Degrees are posted to students' transcripts on a monthly basis. A student's degree will be posted on his or her transcript with the last day of the month in which all degree requirements are completed. Degree requirements are considered to be met when all credit has been posted to the academic record. The student's individual degree completion date is recorded on the transcript, indicating that all academic requirements for the degree were fulfilled on that date.

Diplomas are ordered bearing the date the degree was posted for all students who have completed degree requirements and who have paid all tuition and fees.

Students who are not eligible for graduation are notified by their Academic Representative of their degree deficiencies.

Graduation with Honors

Bachelor degree students who complete their degree program with a Program Grade Point Average of 3.85 or higher will graduate with Honors distinction. The Honors designation will appear on the University Diploma and permanent transcript.

Participation in Commencement Ceremony

Commencement ceremonies are held at each University campus. Students must 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.

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 Improvement 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 information that leads to the adaptations of an academic assessment process. 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 improvement, led to the adaptations 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)
UNIVERSITY OF PHOENIX ALUMNI ASSOCIATION

Whether you are a recent graduate or a long-time University of Phoenix alumnus, the Alumni Association is an exclusive benefit of University of Phoenix. Join the association and benefit from this complimentary membership and the valuable services it offers to help transform your future.

If you are interested in connecting with fellow classmates, the Alumni Directory is a great place to start. It is also the perfect avenue for discovering University of Phoenix alumni in your area or in your career field.

Complete your profile today by logging on to your alumni website at alumni.phoenix.edu. Begin connecting with the association and your classmates, and start exploring the benefits we have to offer:

Career Resources
• **Alumni Career Center**- Alumni Career Center is powered by CareerBuilder, the largest career website in the United States. The career center is fully equipped with a wide variety of tools and resources that can help alumni market their skills to potential employers. The job search engine is filtered, only displaying positions requiring a degree.

Alumni Services
• **Alumni Directory** - The Alumni Directory connects graduates of University of Phoenix in the same industries or geographical locations and builds a foundation that promotes communication and networking.
• **Mentor Program** - One person can make a huge difference in someone’s career. Be the one. Be a mentor. The program connects students and alumni in the same field of study, industry or location. You can sign up to be a mentor today on the website.
• **Benefits & Savings** - University of Phoenix has partnered with numerous businesses to offer benefits and savings to alumni. Registered members of the Alumni Association can take advantage of the many businesses that offer special rates through the University Marketplace available through the Alumni Association website.
• **Phoenix Focus** - The University of Phoenix alumni electronic magazine helps you learn about fellow alumni who are making strides in their careers, and reports the latest on industry trends and career news. Do you have a success story to share? Drop us an email at alumni@phoenix.edu.
• **Get Connected** - Connect and network with fellow graduates. Join the Alumni Association on Facebook, LinkedIn, and Twitter.

Scholarships
• **Paying It Forward®**- Each year University of Phoenix alumni have the opportunity to nominate a deserving individual, who is not currently enrolled, for one of thirty full-tuition scholarships to pursue an undergraduate degree at University of Phoenix online or at a location nearby. Think of someone you know who could benefit from furthering his or her education, and look for the nomination application this fall.
• **Forever a Phoenix**- Just for alumni. The program awards five full-tuition scholarships towards a bachelor’s or master’s degree program. The application requirements are simple. If you are University of Phoenix alumni, who are not currently enrolled, you qualify.

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

Application Process

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

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

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

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

Transcript Requests of Other Institutions

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

Official Transcript Time Limits

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

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

Foreign Academic Records

Students applying to the University with foreign academic records or credentials may have additional requirements that must be met in order to enroll in courses or gain admission due to the differences in educational systems and document requirements.

All academic records from Afghanistan, Somalia or Turkmenistan must be evaluated by an external evaluation service approved by the University of Phoenix.

An applicant submitting academic records from Albania, Algeria, Andorra, Angola, Anguilla, Antigua, Argentina, Aruba, Australia, Austria, Azerbaijan, Bahamas, Bahrain, Bangladesh, Barbados, Barbuda, Belarus, Belgium, Belize, Benin, Bermuda, Bhutan, Bolivia, Bosnia-Herzegovina, Botswana, Brazil, British Virgin Islands, Brunei/Brunei-Darussalam, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Canada, Cape Verde, Cayman Islands, Central African Republic, Chad, Chile, China, Colombia, Congo, Democratic Republic of Congo, Costa Rica, Cote d’Ivoire, Croatia, Cuba, Cyprus, Czech Republic, Czechoslovakia, Democratic People’s Republic of Korea (North Korea), Denmark, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Estonia, Ethiopia, Fiji, Finland, France, French Guiana, French Polynesia, Gabon, Gambia, Georgia, Germany, Ghana, Greece, Grenada, Guatemala, Guinea, Guyana, Haiti, Holy See, Honduras, Hungary, Iceland, India, Indonesia, Iran, Iraq, Ireland, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Kuwait, Kyrgyzstan, Laos People’s Democratic Republic, Latvia, Lebanon, Lesotho, Liberia, Libya Liechtenstein, Lithuania, Luxembourg, Macedonia, Madagascar, Malawi, Malaysia, Maldives, Mali, Mauritania, Mauritius, Mexico, Republic of Moldova, Monaco, Mongolia, Montenegro, Montserrat, Morocco, Mozambique, Myanmar, Namibia, Nepal, Netherlands, Netherland Antilles, New Caledonia, New Zealand, Nicaragua, Niger, Nigeria, Norway, Oman, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Poland, Portugal, Qatar, Romania, Russia (Russian Federation), Rwanda, Saint Barthelemy, Saint Kitts and Nevis, Saint Lucia, Saint Martin, Saudi Arabia, Scotland, Senegal, Serbia, Sierra Leone, Singapore, Slovakia, Slovenia, Solomon Islands, South Africa, South Korea, Spain, Sri Lanka, St. Vincent and The Grenadines, Sudan, Sweden, Switzerland, Syria, Tajikistan, Tanzania, Thailand, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkey, Turks and Caicos Islands, Union of Socialist Republics (U.S.S.R.), Uganda, Ukraine, United Arab Emirates, Uruguay, Uzbekistan, Western Samoa, Venezuela, Vietnam, Yemen, Yugoslavia, Zambia or Zimbabwe may be evaluated internally by the central Office of Admissions and Evaluation or evaluated by an external evaluation service approved by the University of Phoenix. Internal evaluation practices utilized by the central Office of Admissions and Evaluation follow standards and practices defined by the National Association of Foreign Student Administrators (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Certain programs that lead to certification may require students to have an evaluation performed by an external evaluation agency that is approved by both the University and the state in which the student seeks certification.

Students using foreign academic records to satisfy an admission requirement will not be eligible to attend classes prior to the University receiving a favorable evaluation from an approved credentials evaluation service or evaluation performed by the Central Office of Admissions & Evaluation. Original academic records or copies of academic records that have been verified as authentic by the issuing institution are required to be on file prior to a student gaining unconditional admission to the University. If the academic records are in another language, a certified English translation or translation performed by the central Office of Admissions and Evaluation (Spanish and French only) is required. The University will accept translations from the issuing institution or an official translation service.
Non–Native Speakers of English

An applicant who does not have appropriate English language experience in an academic environment will not be eligible to attend classes under Registered status. Official documentation with an appropriate score on the Test of English as a Foreign Language (TOEFL), 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 exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  -or-
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  -or-
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  -or-
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  -or-
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  -or-
  - Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
  -or-
  - 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 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
  - Be a landed immigrant
  - 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
  - Have a valid visa that does not prohibit educational studies
  - A completed and signed undergraduate application
  - A signed Enrollment/Disclosure Agreement.
- Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 or UNIV 101) to be officially admitted (AM).
Students who 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 stationary.
- 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) status, students must attend all three weeks and submit all assignments by the Orientation end date.

Students who do not successfully complete the Orientation will receive an Orientation Not Complete (ON) status and will remain on Orientation Pending (OP) admission status. Students will be allowed two attempts to successfully complete the Orientation. After a second unsuccessful attempt, participants are required to sit out for a period of six months after the last posted attendance in the second attempt.

Orientation Extended (OX) status is only awarded to eligible students who require special accommodations. The OX status provides students with an additional 3-9 weeks to complete the Orientation Workshop. If a student does not fulfill the Orientation Workshop requirements at the end of the extension period, the OX status will default to Orientation Not Complete (ON) status. Students may request additional extensions.

The Orientation must be successfully completed prior to enrollment in a credit-bearing degree applicable course.

Students, who list more than 24 previous college credits as recognized by the University on the admissions application, are not required to complete a University Orientation Workshop.

Re-entry students who were previously admitted to the University are not required to complete the Orientation upon re-entry to the University.

First-Year Sequence

The following First-Year Sequence is applicable to students starting on or after February 1, 2010. Students who begin courses prior to February 1, 2010 will not be required to complete the First-Year Sequence.

All students entering undergraduate degree programs (other than 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 preventative health including strategic planning to 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 AAEE) 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

**Optional 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.

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**Academic Progression**

Students entering the University bachelor degree programs (other than AAEE, LVN/BSN, LPN/BSN, BSN, BSLS, 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 COM 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 may be 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 geography or aerospace studies which emphasize the earth’s physical characteristics, weather, and climate are included in the science category, along with highly specialized course work in the social sciences such as physical anthropology, archaeological field methods, and psychology courses which focus on human physiological processes. Technology refers to the application of scientific knowledge in making and using tools to enhance materials culture. Course work in the area of technology which satisfies general education requirements includes engineering, materials science, electronics courses that emphasize theory and design, and computer science courses that focus on programming languages and hardware/software engineering. Courses which focus primarily on the social and environmental conflicts which arise over the uses of technology usually satisfy requirements in the social sciences and humanities.

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

Interdisciplinary Component

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

Professional Development Component

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

Integrating Component

Integrating, 3 credits
GEN 480, This is the capstone course for business, health and human services, and information technology undergraduate students. The course provides students with the opportunity to integrate and apply learning from their professional programs of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

BUS 475, The integrated business topics course examines strategic business management while integrating topics from previously completed business foundation coursework. This allows students to demonstrate a comprehensive understanding of the undergraduate business curricula with a significant emphasis placed on the assessment of individual outcomes to determine content mastery. In addition to the 54 credits in this prescribed General Education program, each major course of study at the University of Phoenix 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

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<tr>
<td>Associate degree program</td>
<td>60 credit hours, divide 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).</td>
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COLLEGES OF ARTS AND SCIENCES

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

The colleges work closely with other academic departments and faculty throughout the university to design curricular offerings which reflect the unique character of University of Phoenix students and degree programs. There are three colleges in Arts and Sciences, the College of Natural Sciences, College of Humanities, and the College of Social Sciences. Arts and Sciences faculty hold graduate degrees and have completed substantial graduate level study appropriate to the academic field in which they are teaching. In addition, many Arts and Sciences faculty members have extensive practical experience in relevant professions.

COLLEGE OF HUMANITIES

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

**Associate of Arts Degree Through Credit Recognition**

The following Associate of Arts Degree Through Credit Recognition (AACR) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

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.

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.

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:

- 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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First-Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

University of Phoenix, 2012
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 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 is approved to be offered at these University of Phoenix campus locations:
Online. The availability of programs and concentrations depend on student demand and other factors. 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.

• 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 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.

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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, 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 transferrable 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, NLTN, 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 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 of Arts/Concentration in General Studies**

The following Associate of Arts/Concentration in General Studies (AAGS) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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
 (A Track must include: SCI 162)
 (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 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 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),
  - 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 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.

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

COM 150 ................................................................................... 3 credits
Effectice 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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**

The following Associate of Arts/Concentration in General Studies (AAGS) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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 our graduation 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-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
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 applications 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 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 conferral. The University requires that the majority of coursework, 15 credits from a combination of Required Course of Study and General Education requirements 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:

(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 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 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.
• 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 cohesion 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 105** ................................................................. 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

**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.

Associate of Arts/Concentration in Communications

The following Associate of Arts/Concentration in Communications (AACOM) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

Concentration in Communications - Track A and B

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>XCOM 100</td>
<td>Introduction to Communications</td>
<td>3</td>
</tr>
<tr>
<td>XCOM 200</td>
<td>Fundamentals of Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>XCOM 225</td>
<td>Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>IT 235</td>
<td>Image Editing and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>CMC 260</td>
<td>Communication Variety: The Spice of Life</td>
<td>3</td>
</tr>
<tr>
<td>CMC 240</td>
<td>Information Strategies: Putting 2 &amp; 2 Together</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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 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 the 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 to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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 Communications**

The following Associate of Arts/Concentration in Communications (AACOM) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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.

**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

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 theAACOM 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
Science & Technology Requirement 9 credits
B Track must include: 3 credits in the physical or biological sciences
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 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 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 AACOM**

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 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.

**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, 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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 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 for the BSLS

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 310CA ~ ............................................................... 3 credits
Models and Theories of Instruction  
EDU 320CA ................................................................. 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 410CA ~ ............................................................... 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

Field Experience and Student Teaching, 8 total credits
EED 490CA ~ ............................................................... 4 credits
Elementary Student Teaching, Seminar I  
EED 495CA ~ ............................................................... 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.

- A signed New Student Checklist

- Students who reside outside of the state of California are not eligible to apply.

- 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).

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 PHIL/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 DRE in the e-portfolio.

- Demonstration of basic skills proficiency (CBEST)

- Verification of fingerprint clearance

- California students must have documentation of 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years

- 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 Requirements for the BSLS
• A minimum of 121 undergraduate credits.
• A minimum grade point average (GPA) of 2.5.
• Satisfactory completion of student teaching.
• A minimum of 121 undergraduate credits.

Academic Progression Requirements for the BSLS
Candidiates 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.
• BSLS students are not required to enroll in the First-Year Sequence.

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: EED 490CA, EED 495CA, 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
• A candidate 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 be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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 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 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, and/or 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 490CA, EED 495CA, GEN 200, HUM 375CA, PHL 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 Requirement(s) 24 credits
Must include ENG 215CA, ENG 135CA, ENG 340CA, ENG 380CA, ENG 437CA, ENG 492CA, RDG 201CA, RDG 350CA

Mathematics Requirement(s) 12 credits
Must include MTH 208CA, MTH 209CA, MTH 213CA, MTH 214CA

Physical/Biological Science Requirement(s) 12 credits
Must include (two lab sciences) BIO 101CA, GLG 150CA, CHM 110CA, PHY 101CA

Fine Arts Requirement(s) 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 Requirement(s) 6 credits
Must include HUM 375CA and PHL 310CA

Health/Physical Education Requirement(s) 6 credits
Must include (Health and Physical Education) SCI 220CA, HPE 170CA

Social Studies Requirement(s) 15 credits
Must include HIS 110CA, HIS 120CA, HIS 275CA, HIS 276CA, HIS 305CA

Must include U.S. Constitution

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.

- 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 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 (with a grade of "C" or better), or exam as required by the state certification agency.

- Candidates must provide proof of certification in cardio pulmonary resuscitation (CPR).
• Candidates must pass the RICA exam.

California Teaching Performance Assessment Policy for the BSLS

• Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

• Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA/001 or TPA/002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

• Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

• Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.

• Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.
  • TPA 1 and 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 ................................................................................... 3 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, E-Portfolio, Student Teaching, 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 310CA ................................................................................... 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 320CA ................................................................................... 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 410CA ................................................................................... 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 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.

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 490CA ............................................................. 4 credits

Elementary Student Teaching, Seminar I

This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

EED 495CA ............................................................. 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 their 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 Communication

This course covers the skills necessary for effective written and oral communication in the workplace and in modern society. The course reviews basic communication theories and discusses the fundamentals of interpersonal, written, and oral communication skills. 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.
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 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 begins a demonstration and examination of various concepts of basic algebra. It assists in building skills for performing specific mathematical operations and problem solving. These concepts and skills serve as a foundation for subsequent quantitative business coursework. Applications to real-world problems are emphasized throughout the course. Specific applications to disciplines such as statistics, accounting, finance, and economics are demonstrated and discussed. A variety of other applications, such as geometry, personal finance, science, and engineering, are also demonstrated and discussed.

MTH 209CA ................................................................. 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 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 this country. Students will learn to appreciate the contributions the various peoples have made to the American culture. Emphasis is placed on how both compromise and conflict have played major parts in American history.

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 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 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.
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, 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.

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 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.

Degree Completion Requirements for the BS/COM
- Completion of a minimum of 120 credits (124 for Kansas) 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 (124 for Kansas) 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.

- 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.

107
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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
Residency Requirements for BS/COM
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 27 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

The following courses in the required course of study may not be waived: GEN 300, COM 480

Course Descriptions for the BS/COM

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 help adult learners acquire and apply 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 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.

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 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.

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 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.

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 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 340 .....................................................................................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.
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>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 165 ~</td>
<td>American Ethnic Literature</td>
<td>3 credits</td>
</tr>
<tr>
<td>ENG 170 ~</td>
<td>Poetry and Society</td>
<td>3 credits</td>
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<tr>
<td>ENG 185 ~</td>
<td>American Autobiography</td>
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<td>Poetry, literary masterpieces</td>
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**Major Courses-Lower Division**

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<tr>
<td>ENG 105 ~</td>
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<tr>
<td>ENG 154 ~</td>
<td>Mythology in Literature and Life</td>
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<td>ENG 164 ~</td>
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<td>ENG 174 ~</td>
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The University reserves the right to modify the required course of study.
Focus Study -15 credits
To satisfy the Focus Study requirement, students must complete 15 credits in a content area outside of their selected major. All 15 credits must be from the same content area and can be satisfied using transfer or University of Phoenix coursework. Credits completed to satisfy the Focus Study requirement may not apply within applicable General Education categories.

Electives -24 credits
Select elective courses to meet the minimum upper division and general education requirements for the Bachelor of Arts in English degree.

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 (124 for Kansas) 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
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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215).
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Students must declare a Focus Study within 84 applied credits of program.

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

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

**Residency Requirements and Course Waivers for the BA/ENG**

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

Students in this program may waive a maximum of 15 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

- The course must have been completed and 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**

**GEN 200 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.
ENG 125................................................................................... 3 credits

Literature in Society
This course introduces themes in literature and provides guided study and practice in reflecting on themes, which describe the human experience across cultural and societal boundaries. The course includes readings from literature in different genres and cultures. Students will study the literature in thematic units and be asked to make connections to their own lives and cultures.

ENG 106................................................................................... 3 credits

Survey of Literacy Masterpieces
This course provides students with a survey of literary masterpieces across the ages. Students will gain insight into writing and culture from the content of this course. Topics include Shakespeare, Homer, Dante, Milton, Machiavelli, and Joyce, among other literary authors.

ENG 155................................................................................... 3 credits

Mythology in Literature and Life
This course provides an overview of mythology and its relationship to ancient and current cultures. The course covers the purposes and types of myths, the development of myths and mythological characters; the common elements of mythological structures, the predominant characteristics of deities and heroes in myth and the obstacles and dangers that these archetypes encounter, how myths affect our personal and social lives, in which these ancient archetypes are found in contemporary society, and how attitudes and behaviors are influenced by mythological literature.

ENG 175................................................................................... 3 credits

Multicultural Literature
This course provides students with an introduction to multicultural literature. Emphasis is placed on increasing students' awareness and understanding of the values, beliefs, and experiences of people from different cultures through literature.

ENG 215................................................................................... 3 credits

Effective Academic Writing
This course develops the skills used in writing applied research papers for a university-level audience. Students will write position papers, persuasive essays, and case study analyses. Students will study classical rhetorical concepts of authority and the Toulmin method of argument analysis, and will evaluate outside sources for objectivity and utility in constructing persuasive arguments. Students practice giving peer feedback, revising essays in response to feedback, and writing collaboratively as learning teams. The course reviews the elements of grammar, mechanics, style, and proper documentation of outside sources.

ENG 150................................................................................... 3 credits

Introduction to Film Studies
Introduction to Film Studies is designed to provide students with an overview of film history and the skills necessary to analyze and critique film. Students will learn about film theory, aesthetics, genres, and basic film criticism. Students will analyze films through an examination of cinematography, editing, acting, scenes, and sound to allow students to view films critically, to develop a systematic and convincing interpretation of the films they watch, and to acquire the ability to analyze films in well-constructed and persuasive essays.

ENG 135................................................................................... 3 credits

Technical Writing Fundamentals
This course covers the fundamentals and best practices of using written communication in business and in the information technologies. Topics include strategies, techniques, and nuances for producing emails, memos, reports, proposals, project specifications, and user manuals, as well as other technical documents.

ENG 221...................................................................................3 credits

Children's Literature in a Pluralistic Society
This course examines the social function of children’s literature from oral origins to modern anthologies, exploring messages in nursery rhymes, fairy tales, and early childhood fiction. Students will apply major schools of literary criticism and relate children’s literature to theoretical models of childhood. The course surveys readings across cultures (European/ American, Native American, African American, Asian, and Hispanic/Latino), genres (nursery rhymes, fairy tales, picture books, early childhood fiction), and time periods. It addresses portrayals of ethnicity, race, class, and gender in children’s literature, and considers the implications of film adaptations of select children’s stories in a pluralistic society.

ENG 301....................................................................................3 credits

American Ethnic Literature
This course will survey the literature of the major ethnic groups in the United States (Hispanics/Latinos, Native Americans, African-Americans, and Asian-Americans) as a means to explore ethnic diversity and minority voices. Focusing on contemporary relevance, a wide range of representative literary works and authors will be discussed in their historical, socio-political, and cultural contexts with special consideration of characteristic literary themes and techniques.

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 ................................................................................... 3 credits

American Literature to 1860
This course will survey major authors, ideologies, and historical contexts of American literature from colonial times until the Civil War era. A diverse range of works, genres, movements, and cultural narratives will be explored. Accounts of early explorers, Puritan sermons, American Indian mythology, slave narratives, political, and social writings, and poetry will be read and discussed.

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.

COMM 301 ............................................................................. 1 credit

Proposal Writing
This one-credit course is a comprehensive guide that includes step-by-step approaches to devising a strategy that will lead to the development of a winning proposal. The course focuses on the process of proposal “development” rather than proposal “writing.” The format and content of the course are both technical and conceptual in nature.

ENG 302 ................................................................................... 3 credits

20th Century American Literature
This course will survey major authors, ideologies, and historical contexts of American literature from the 20th century. A diverse range of works, genres, movements, and cultural narratives will be used to explore how cultural pluralism helped shape and reflect the evolution of American thought.

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

African American Literature
This course will provide students with an in-depth analysis of African American Literature. Topics include the underlying historical experiences and cultural values of African Americans and how these experiences and values were expressed through various types of literature. Throughout the course, students will be encouraged to examine African American Literature in a socio-historical context.

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 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 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.

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 Religious 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 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 (124 for Kansas) 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 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 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 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 and credits to the University course it is replacing and must be an equivalent level or higher level course.

- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.

- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)

- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

- Students may not complete any of the First-Year Sequence courses via Directed Study. Students must declare a Focus Study within 84 applied credits of program.

Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others. All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
Residency Requirements and Course Waivers for the BS

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.

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 experiences of the many diverse races and nationalities that, woven together, have created the United States of America. Students will learn to appreciate the contributions various peoples have made to the American culture. Emphasis will be placed on how both compromise and conflict have played major parts in American history.

**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.
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 resources successfully.
MTH 233 ................................................................. 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.
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.
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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 concentration focuses on positive psychology, theories of personality, human sexuality, the physiological and neurological basis of human behavior, diversity, psychological disorders, and social interactions. In this program, students will analyze the interrelationship of fundamental psychological theories and how they define and explain human behavior, development, and abnormalities. Students will also critically evaluate the robustness of various psychometrics, develop their own psychological theories based on a conglomeration of principles outlined by experts in the field, and assess the impact of cognition on physical and mental health.

For more information about our graduation 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 202 ~</td>
<td>Foundations of Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 230 ~</td>
<td>Theories of Personality: I Think, Therefore Who Am I?</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 240 ~</td>
<td>The Brain, the Body, &amp; Mind: All Together Now</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 270 ~</td>
<td>Abnormal Psychology: Abuse, Addiction &amp; Other Disorders</td>
<td>3 credits</td>
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</table>

**Concentration in Psychology - Track B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 201 ~</td>
<td>Positive Psychology: What’s Right With Me</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 220 ~</td>
<td>Foundations of Psychology</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 230 ~</td>
<td>Theories of Personality: I Think, Therefore Who Am I?</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 240 ~</td>
<td>The Brain, the Body, &amp; Mind: All Together Now</td>
<td>3 credits</td>
</tr>
<tr>
<td>PSY 270 ~</td>
<td>Abnormal Psychology: Abuse, Addiction &amp; Other Disorders</td>
<td>3 credits</td>
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**General Education Requirements for the AAPSY**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6 credits</td>
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<tr>
<td>Mathematics Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Science &amp; Technology Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Additional Liberal Arts Requirement</td>
<td>3 credits</td>
</tr>
<tr>
<td>Interdisciplinary Requirement</td>
<td>9 credits</td>
</tr>
<tr>
<td>Concentration</td>
<td>18 credits</td>
</tr>
</tbody>
</table>

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 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 must 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 general education portion.
• The diploma awarded for this program will read as: Associate of Arts.

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. All other FYS requirements must be completed 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. They 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 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 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
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 250 ................................................................. 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 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.

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.
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, somatiform, dissociation, substance abuse, anorexia, schizophrenia, and childhood disorders, as well as gender and cultural differences.

Concentration in Psychology - Track A

PSY 265 ................................................................................. 3 credits
Psychology of Human Sexuality: What Turns You on and Why?
The 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

The following Associate of Arts/Concentration in Psychology (AAPSY) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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 concentration focuses on positive psychology, theories of personality, human sexuality, the physiological and neurological basis of human behavior, diversity, psychological disorders, and social interactions. In this program, students will analyze the interrelationship of fundamental psychological theories and how they define and explain human behavior, development, and abnormalities. Students will critically evaluate the robustness of various psychometrics, develop their own psychological theories based on a conglomeration of principles outlined by experts in the field, and assess the impact of cognition on physical and mental health.

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.

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)

Additional Liberal Arts Requirement 6 credits
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)

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 AAPS 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: PSI 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 totals.

Degree Requirements for the AAPS

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 AAPS

• 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 AAPS

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 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.

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.

ETH 125 ................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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.
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.

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.

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 230 .................................................................................... 3 credits
Theories of Personality: I Think, Therefore Who Am I?

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.

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.

Associate of Arts/Concentration in Human Services Management

The following Associate of Arts/Concentration in Human Services Management (AAHSM) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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/ahsm.

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
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 as 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 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)

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 totals.

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 contests of human services delivery, leadership, organizational culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social entrepreneurship, partnership, and collaboration.
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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
The following Associate of Arts/Concentration in Human Services Management (AAHSM) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSM 210</td>
<td>Human Services in the United States</td>
<td>3</td>
</tr>
<tr>
<td>HSM 220</td>
<td>Human Services Administration: So You Want to Help People</td>
<td>3</td>
</tr>
<tr>
<td>HSM 230</td>
<td>Ethical Issues in Human Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSM 240</td>
<td>Public Policy Development in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSM 250</td>
<td>Financial Management for Human Service Managers</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

**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**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6</td>
<td>(A Track must include: COM 150 and COM 220)</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6</td>
<td>(B Track must include: COM 155 and COM 156)</td>
</tr>
<tr>
<td>Science &amp; Technology Requirement</td>
<td>9</td>
<td>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</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>9</td>
<td>(A Track must include: ETH 125)</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6</td>
<td>(B Track must include: SCI 162)</td>
</tr>
<tr>
<td>Biology Requirement</td>
<td>9</td>
<td>Must include: BIO 100 and CHM 109</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>9</td>
<td>The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.</td>
</tr>
<tr>
<td>Communication Arts Requirement</td>
<td>6</td>
<td>(A Track must include: PSY 201 and ETH 125)</td>
</tr>
<tr>
<td>Biology Requirement</td>
<td>9</td>
<td>Must include: HIS 135</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>9</td>
<td>HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6</td>
<td>(A Track must include: CRT 205)</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>6</td>
<td>(B Track must include: HUM 111)</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6</td>
<td>Additional Liberal Arts Requirement</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>6</td>
<td>(A Track must include: GEN 105)</td>
</tr>
<tr>
<td>Biology Requirement</td>
<td>9</td>
<td>(B Track must include: US 101 and FP 101)</td>
</tr>
<tr>
<td>Concentration</td>
<td>15</td>
<td>Concentration 15 credits</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6</td>
<td>(A Track must include: COM 150 and COM 220)</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6</td>
<td>(B Track must include: COM 155 and COM 156)</td>
</tr>
<tr>
<td>Science &amp; Technology Requirement</td>
<td>9</td>
<td>Science &amp; Technology Requirement</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6</td>
<td>(B Track must include: SCI 162)</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>9</td>
<td>Social Science Requirement</td>
</tr>
</tbody>
</table>

University of Phoenix, 2012
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:
  - 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, political issues, 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 the 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.

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.
ETH 125 ................................................................. 3 credits
Cultural Diversity
This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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.

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 Psychology
The following Bachelor of Science in Psychology (BS/P) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

GEN 300............................................................... 3 credits
Skills for Professional Development
PSY 300 ~............................................................ 3 credits
General Psychology
PSY 310 ~............................................................ 3 credits
History and Systems of Psychology
PSY 355 ~............................................................ 3 credits
Motivational Processes in Human Psychology
PSY 315 ~............................................................ 3 credits
Statistical Reasoning in Psychology
PSY 340 ~............................................................ 3 credits
Biological Foundations of Psychology
PSY 360 ~............................................................ 3 credits
Cognitive Psychology
PSY 375 ~............................................................ 3 credits
Life Span Human Development
PSY 390 ~............................................................ 3 credits
Learning and Cognition
PSY 400 ~............................................................ 3 credits
Social Psychology
PSY 405 ~............................................................ 3 credits
Theories of Personality
PSY 410 ~............................................................ 3 credits
Abnormal Psychology
PSY 435 ~............................................................ 3 credits
Industrial/Organizational Psychology
PSY 450 ~............................................................ 3 credits
Diversity and Cultural Factors in Psychology
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 (124 for Kansas) 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 (124 for Kansas) 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

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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.

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

• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BS/P

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

Students in this program may waive a maximum of 24 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.

• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the required course of study may not be waived: GEN 300, PSY 490

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 associationistic ideas to complex cognitive behaviors such as problem solving and thinking. Various ideas regarding the nature of the mind are presented along with the fundamental concepts of learning and conditioning. Strengths and weaknesses of the memory system are discussed as they relate to higher cognitive processes such as language, problem solving, and eyewitness identification. Neurophysiological correlates of cognitive phenomena and memory disorders are also discussed.

PSY 400 ................................................................. 3 credits

Social Psychology
This course provides a unified view of the field of social psychology organized around the concepts of social influence and power and exchange in social life and explores in-depth human thoughts, feelings, and actions as influenced by other people. Specific topics include socialization, perception of self and others, pro-social and anti-social behavior, attitudes, interpersonal attraction, social influence, and group behavior.

PSY 405 ................................................................. 3 credits

Theories of Personality
This course surveys the field of personality from a scientific perspective, examining the general approaches to understanding personality. The key theorists and concepts associated with each perspective are highlighted, along with the strengths and limitations of the different approaches.

PSY 410 ................................................................. 3 credits

Abnormal Psychology
This course is designed to provide students with an introduction to theories and research concerning abnormal behavior (psychopathology). The course will address such topics as the incidence (frequency) of abnormal behavior of various types; how abnormal behaviors are classified into various diagnostic categories; the etiologies (causes) of psychological disorders; and the variety of methods employed in the treatment of abnormal behavior.

PSY 435 ................................................................. 3 credits

Industrial/Organizational Psychology
This course is designed to introduce the student to the field of industrial/organizational psychology. The emphasis is on the psychological principles and how they can be applied in a work context. Topics will include legal issues in employment, selection of employees, performance appraisal, training, leadership, motivation, and group behavior.

PSY 450 ................................................................. 3 credits

Diversity and Cultural Factors in Psychology
This course is a study of the issues and influences related to gender, sexual orientation, and the major racial/ethnic and cultural groups in the United States and how they affect theoretical and research paradigms in psychology and clinical and counseling practices. The course expands the students' frame of reference concerning human diversity and applies this knowledge to counseling and research issues in psychology.

PSY 460 ................................................................. 3 credits

Environmental Psychology
In this course students will learn about the interaction between people and their environments; how our behavior affects our environment, and how that environment, in turn, influences our own behavior. An emphasis will be placed on developing behavioral solutions for environmental problems.

PSY 475 ................................................................. 3 credits

Psychological Tests and Measurements
This course will cover the basic principles, research, and theories on testing and measurement of psychological constructs. It is expected that students complete the course with knowledge of various techniques for psychological testing; a familiarity of several professionally developed tests; the ability to develop, administer, and interpret certain tests; and knowledge of measurement theory which includes reliability and validity.
PSY 480 .................................................................................... 3 credits

Elements of Clinical Psychology
This course is intended to provide the beginning psychology student with an overview of the theory and practice of clinical and counseling psychology. The course includes reference to major theories of personality, assessment, and psychotherapy. Topics include psychodynamic, cognitive/behavioral, and biological theories of normal and abnormal psychological processes, and the assessment of behavior, abilities, and personality. Therapies covered include a variety of psychoanalytic approaches, and humanistic, biological, cognitive/behavioral, and child and family therapies.

PSY 490 .................................................................................... 3 credits

Capstone Course in Psychology
This is the capstone course for undergraduate psychology students. The course provides students with the opportunity to integrate and apply learning from their psychology program of study in a comprehensive manner. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

COMM 215 ............................................................................. 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

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

Foundations for General Education and Professional Success
This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

GEN 101................................................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

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.
The Bachelor of Science in Human Services

The following Bachelor of Science in Human Services (BSHS) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Bachelor of Science in Human Services is intended to give graduates knowledge and basic skills to work in the human services industry. The Bachelor of Science in Human Services is an integrated program combining academic instruction in the foundations of human services such as counseling, social work and psychology with applied skills for students whose goal is a career in the growing field of human services. This major is designed to be an applied degree, which teaches strategies and techniques of intervention and good management practices for intervention at individual, family, group, organization, and community levels. Human services graduates are prepared to provide services in a variety of community settings. This program takes an interdisciplinary approach to the development of a student’s knowledge and skills and provides instruction in four major areas: theoretical foundations, diversity and population needs, research and program evaluation, and intervention methods and skills. Students obtain a background in social work, enabling them to work in managed care, government agencies, and other provider organizations.

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

Required Course of Study for the BSHS

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

BSHS 301 ~ ................................................................. 3 credits
Introduction to Human Services

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

BSHS 321 ~ ................................................................. 3 credits
Communication Skills for the Human Services Professional

BSHS 331 ~ ................................................................. 3 credits
Professional, Ethical, and Legal Issues in Human Services

BSHS 341 ~ ................................................................. 3 credits
Field Experience/Part I

BSHS 351 ~ ................................................................. 3 credits
Technology in Human Services

BSHS 361 ~ ................................................................. 3 credits
Child Development

BSHS 371 ~ ................................................................. 3 credits
Adult and Family Development

BSHS 381 ~ ................................................................. 3 credits
Research and Statistics for the Social Sciences

BSHS 391 ~ ................................................................. 3 credits
Lifelong Learning and Professional Development

BSHS 401 ~ ................................................................. 3 credits
Case Management

BSHS 411 ~ ................................................................. 3 credits
Field Experience/Part II

BSHS 421 ~ ................................................................. 3 credits
Cultural Diversity and Special Populations

BSHS 431 ~ ................................................................. 3 credits
Dependency and Addictions

BSHS 441 ~ ................................................................. 3 credits
Advocacy and Mediation

BSHS 451 ~ ................................................................. 3 credits
Program Design and Proposal Writing

BSHS 461 ~ ................................................................. 3 credits
Building Community in Organizations

BSHS 471 ~ ................................................................. 3 credits
Mental Health and Crisis Intervention Practices

BSHS 481 ~ ................................................................. 3 credits
Working with Groups

BSHS 491 ~ ................................................................. 3 credits
Field Experience/Part III

GEN 480 ~ ................................................................. 3 credits
Interdisciplinary Capstone Course

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

Additional Admission Requirements for the BSHS

- High school graduation from an institution that holds state approval to confer high school diplomas or are accredited or a candidate for accreditation at the time the student attended by an acceptable accrediting body, GED certificate or CHSPE (California High School Proficiency Examination) certificate.

- 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 BSHS

• Completion of a minimum of 120 credits that include the following distribution:
  • A minimum of 63 upper division credits.
  • A minimum of 54 of the 120 credits must be in the general education areas approved by the University.
  • A minimum grade point average (GPA) of 2.00.
  • A minimum of 120 total credits that include a minimum of 63 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

General Education Requirements for the BSHS

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

Communication Arts, 6 credits

Oregon campus students must use writing courses to complete the 6 credits of Communication Arts

Mathematics, 6 credits

Students residing in the state of Arkansas must take MTH 220

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 three credits in Nevada Constitution

Additional Liberal Arts, 3 credits

Interdisciplinary Requirements, 15 credits

Professional Development, 3 credits

BSHS 301 is completed as part of the required course of study

Integrating, 3 credits

GEN 480 is completed as part of the required course of study

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

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

Academic Progression Requirements for the BSHS

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

• First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.

• GEN 195 will be required as the first course in the First-Year Sequence.

• HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.

• With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  • University of Phoenix coursework,
  • Regionally or nationally accredited coursework (C- or higher grade),
  • University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  • National Testing Programs, and
  • ACE evaluated Military credits.

The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.

• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)

• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

• Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements and Course Waivers for the BSHS

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

Students in this program may waive a maximum of 33 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

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

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

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

The following courses in the required course of study may not be waived: BSHS 301, BSHS 341, BSHS 411, BSHS 491, GEN 480

**Course Description for the BSHS**

**BSHS 301**

**Introduction to Human Services**

This course is designed to give adult learners an overview of expectations for academic success in the Bachelor of Science in Human Services program. The course examines learning theory and the application of adult learning principles. Students will gain knowledge of skills needed to demonstrate critical thinking, make oral presentations, function in learning teams, conduct research, and write academic papers in the format of the Publication Manual for the American Psychological Association. Students will be introduced to the university library and learn how to access its resources successfully. An introduction to the human services profession will be accomplished by studying roles and responsibilities of human services workers.

**BSHS 311**

**Models of Effective Helping**

This course presents an exploration of the major theoretical areas in the helping professions: cognitive, behavioral, affective/humanistic, and systems. Students learn the theoretical basis for each of the major theories, the approach to change, and the techniques and interventions used by practitioners of these theories. The course emphasizes the development of a personal theory and approach to human services and the creation of a resource file containing practical applications of theory-based techniques for use by the human service worker.
Communication Skills for the Human Service Professional

This course explores the theory and practice of professional communication skills, including active listening, interviewing, nonverbal communication and presentation skills. Students will develop their interpersonal skills through application of communication techniques and strategies.

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.

Field Experience/Part I

This course provides information and support to assist students in their first field experience placement in a human services organization. Students will conduct interviews, learn to create a learning contract, and develop an understanding of their role in the human services delivery system. Weekly workshops are provided to offer support and supervision of student activities in the field. Students will complete a total of 100 hours of field experience during a ten-week period. Supervision will be provided on a weekly basis in 2-hour group sessions. Students will be exposed to the twelve core competencies of the BSHS program, with an emphasis on participant involvement, communication, community and service networking, as well as education, training, and self-development.

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.

Child Development

In this course students learn about human growth and development from conception through adolescence. Physical, cognitive, and psychosocial developmental domains are studied. Within those domains, language development, moral development, and multicultural issues are addressed. Practical application of developmental theory is included to help students appreciate the impact human services workers have on children, adolescents, and their caregivers.

Adult and Family Development

In this course, students learn about the physical, social, emotional, and cognitive development of the adult in today’s society. They explore each of the major stages of adult development: young adulthood, middle age, and late life. Myths about aging are examined, and current research is reviewed. Factors influencing physical and mental health throughout the life cycle are explored, including those that contribute to developmental problems and those that foster greater life satisfaction and health. Students examine the resources and services for the aged population.

Research and Statistics for the Social Sciences

This course provides an overview of research methods and appropriate use of statistics in the social sciences. The scientific method, research tools, data collection, and analysis will be reviewed. Understanding research and developing the ability to critically evaluate published research reports will be emphasized. Statistical concepts will be reviewed, and students will gain a conceptual understanding of underlying principles of research and statistical analysis. Statistics software will be introduced, and students will compute descriptive and inferential statistical data. Students will practice developing research designs and conducting statistical analyses.

Lifelong Learning and Professional Development

This course will examine the roles of lifelong learning and professional development for human service workers in the helping process. Students will clarify their values and aspirations and develop a plan for their personal professional development. Students will explore both short-term plans and long-range goals and research the requirements and resources for each.

Field Experience/Part II

This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human service organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities while in the field experience. Students will learn to present issues for supervision.

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.

Dependency and Addictions

Students will be introduced to the addictions process involved in alcohol, chemical, and other dependency areas. The role of addiction within society, the criminal justice system, and treatment areas will be explored.
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.

Building Community in Organizations
This course provides a framework for understanding organizations as social communities. Students will learn to identify the essential elements of organizational communities, the managerial implications, the skills necessary to effectively work in organizational communities, and the benefits of working in organizations using the community model. Emphasis will be placed on understanding and developing the skills needed to work effectively in organizations.

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.

Working with Groups
The course provides students with knowledge, awareness and skill building in group work. Content emphasizes such areas as different types of groups (task, psycho-educational, counseling, and psychotherapy), group dynamics, group norms and boundaries, leadership styles, and leading and co-leading. Ethics, standards for best practice, principles for diversity-competent group workers, confidentiality, and selection procedures are included as key components for effective group work practice.

Field Experience, Part III
This course will offer students the opportunity to demonstrate progression in the 12-Core Competency Areas, which are the topics of the course. Students will select placement in a community human services organization and participate in human service delivery. Weekly seminars are provided to offer support and supervision of the student activities during their field experience. Students will learn to present issues for supervision. Each student will create a portfolio of his or her competencies and accomplishments for career purposes.

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.

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. Learning teams will practice in the skills of grammar, mechanics, style, citation, and proper documentation.

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.

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.

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.

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

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

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

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

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

- **BSHS 302 ~** Introduction to Human Services ....................................................... 3 credits
- **BSHS 322 ~** Communication Skills for the Human Services Professional ............. 3 credits
- **MGT 331 ~** Organizational Behavior ................................................................. 3 credits
- **BSHS 312 ~** Models of Effective Helping ............................................................... 3 credits
- **MGT 330 ~** Management: Theory, Practice and Application .................................... 3 credits
- **BSHS 342 ~** Human Lifespan Development ........................................................... 3 credits
- **MGT 350 ~** Critical Thinking: Strategies in Decision Making ................................. 3 credits
- **BSHS 402 ~** Case Management ........................................................................ 3 credits
- **BSHS 332 ~** Professional, Ethical, and Legal Issues in Human Services ............ 3 credits
- **MGT 449 ~** Quality Management and Productivity ............................................... 3 credits
- **FIN 324 ~** Financial Analysis for Managers I ....................................................... 3 credits
- **BSHS 442 ~** Advocacy and Mediation .................................................................. 3 credits
- **PSY 428 ~** Organizational Psychology ................................................................ 3 credits
- **BSHS 352 ~** Technology in Human Services ....................................................... 3 credits
- **BSHS 422 ~** Cultural Diversity and Special Populations ........................................ 3 credits
- **BSHS 382 ~** Research and Statistics .................................................................... 3 credits
- **BSHS 462 ~** Building Community in Organizations ............................................... 3 credits
- **MKT 421 ~** Marketing ......................................................................................... 3 credits
- **BSHS 452 ~** Program Design and Proposal Writing ............................................ 3 credits
- **GEN 480 ~** Interdisciplinary Capstone Course ..................................................... 3 credits

### 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.

- Applicants must be currently employed or have access to a work environment.
General Education Requirements for the BSHS/M

A minimum of 54 of the 120 (124 for Kansas) 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
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, 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 (124 for Kansas) credits that include the following distribution:
  - A minimum of 60 upper division credits.
  - A minimum of 54 credits of the 120 (124 for Kansas) credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
  - A minimum of 120 total credits that include a minimum of 60 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

Academic Progression Requirements for the BSHS/M

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
Residency Requirements and Course Waivers for the BSHS/M

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

Students in this program may waive a maximum of thirty (30) credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

The following courses in the required course of study may not be waived: BSHS 302, GEN 480

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.
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

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

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

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

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

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

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

Technology in Human Services

This course is a survey of the use of communications technology in human services. It examines how technology affects the delivery of human services and how technology is used in delivering the service. Students are required to have access to the internet and have a valid e-mail address to take this course.

BSHS 422

Cultural Diversity and Special Populations

Students will explore rich and unique features of ethnically diverse populations and "special populations," and identify their human services needs. Students will become familiar with available local community services to meet those needs. The development and assessment of cultural competence as it applies to social service agencies and behavioral health professionals is emphasized.

BSHS 382

Research and Statistics for the Social Sciences

This course is a survey of basic research methods and appropriate use of statistics in the social sciences. The nature and history of the scientific method, research tools, data collection and analysis will be reviewed. Understanding research reports and the ability to critically evaluate published research will be emphasized. While key statistical concepts will be reviewed, students will gain a conceptual understanding of underlying principles enabling them to become "informed consumers" of research. Software for descriptive and inferential parametric and nonparametric statistical procedures will be introduced to the students. Students will practice establishing research designs, critically evaluating research reports and interpreting statistical analyses.

BSHS 462

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

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.

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.
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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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/aaaha.

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 260 ~ 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: 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 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 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 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 first course in the first block. 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.
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.

ETH 125 ................................................................................... 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 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.

Cultural Diversity

This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

ETH 125 ................................................................................... 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 Health Care Administration/Medical Records

The following Associate of Arts/Concentration in Health Care Administration/Medical Records (AAHCA/MR) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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

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.
- 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: SCI 162)
  (B Track must include: SCI 162)
- Social Science Requirement 6 credits
  (A Track must include: ETH 125)
  (B Track must include: ETH 125 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 totals.

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 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 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.

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. 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
May want to consider completing certain courses in the Online classroom. Concentrations depend on student demand and other factors. Students residing in Minnesota and Arkansas only. The availability of programs and University of Phoenix campus locations: Online students residing in state. Please contact your enrollment advisor for more information.

The following Associate of Arts/Concentration in Health Care Administration (AAAHCA) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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 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/Concentration in Health Care Administration**

The following Associate of Arts/Concentration in Health Care Administration (AAAHCA) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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/aaahca-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/aaahca-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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRT 205</td>
<td>Critical Thinking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Introduction to Health Care: Riding the Fourth Wave** 3 credits

**The Language of Health Care** 3 credits

**Communication Skills for Health Care Professionals** 3 credits

**Health & Diseases: Understanding Pathos of Pathology** 3 credits

**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: COMP 150 and COMP 220)

(B Track must include: COMP 155 and COMP 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 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
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

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 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.

**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.

**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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
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 Health Care Administration/Medical Records

The following Associate of Arts/Concentration in Health Care Administration/Medical Records (AAHCA/MR) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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](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**

Must include: SCI 162

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)

**Humanities Requirement 9 credits**

Must include: HIS 135

HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.

**Concentration 15 credits**

**Additional Liberal Arts Requirement 6 credits**

(A Track must include: CRT 205)

(B Track must include: HUM 111)

**Concentration 15 credits**

**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**

**Additional Liberal Arts Requirement 6 credits**

(A Track must include: CRT 205)

(B Track must include: HUM 111)

**Concentration 15 credits**

**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**

**Humanities Requirement 9 credits**

**Concentration 15 credits**

**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 list 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.
- 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 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).
- 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.
- The course must be comparable in content and credits to the University of Phoenix.
- National Testing Programs, and
- ACE evaluated Military credits.

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 transmitted 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, 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.
- 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.
- 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.

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 transmitted 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, 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.

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
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 220 ................................................................................. 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 198 ................................................................................... 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 219................................................................................... 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.
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

GLG 220 ~ ................................................................. 3 credits
Physical Geology

SCI 256 ~ ................................................................. 3 credits
People, Science and the Environment

BIO 280 ~ ................................................................. 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

Major Courses- Upper Division

BIO 315 ~ ................................................................. 3 credits
Ecology and Evolution

ENV 320 ~ ................................................................. 3 credits
Environmental Law

SCI 362 ~ ................................................................. 3 credits
Environmental Issues and Ethics

ECO 370 ~ ................................................................. 3 credits
Environmental Economics

ENV 410 ~ ................................................................. 3 credits
Environmental Toxicology

ENV 420 ~ ................................................................. 3 credits
Environmental Risk Assessment

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

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
- 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/EVS
- Completion of a minimum of 120 (124 for Kansas) 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 mini-
mum general education credits required by 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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

Students must declare a Focus Study within 84 applied credits of program.

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

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

Residency Requirements and Course Waivers for the BS/EVS

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

Students in this program may waive a maximum of 15 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

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

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.
**General Education Requirements**

**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 209** .............................................................. 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 256** .............................................................. 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 315** .............................................................. 3 credits

**Oceanography**

This course examines the linkages between the evolution of earth and water masses. Students will focus on the physical, chemical, biological and geological aspects of the ocean processes.

**SCI 362** .............................................................. 3 credits

**Environmental Risk Assessment**

This course provides an in-depth look into the principles of biology. Topics will include molecular biology, cellular structure and function, genetics, evolution, organisms, and populations.

**BIO 240** .............................................................. 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

**General Biology**

This course will examine the key concepts of biology 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

**Environmental Law**

This course will examine the basic principles of ecology and evolution. Students will focus on populations and communities, adaptation, and other factors that affect organisms.

**ENV 320** .............................................................. 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.

**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.

**ENV 410** .............................................................. 3 credits

**Environmental Toxicology**

The purpose of this course is to provide the fundamental knowledge of the effects of environmental chemicals on living systems, and the toxic responses of the human and plant systems. Students will discuss risk, ethics, and social responsibility with regard to environmental toxicology.

**ENV 420** .............................................................. 3 credits

**Environmental Risk Assessment**

This course provides an overview of the basic concepts of human and ecological risk assessment. 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 315** .............................................................. 3 credits

**Global Change**

This course will examine the impact of human activity on the environment. Students will examine a variety of environmental issues influenced by human activity, including the development and impact of global climate change on Earth.
ENV 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.

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 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.

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 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEN 200</td>
<td>3 credits</td>
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<tr>
<td>Foundations for General Education and Professional Success</td>
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Major Courses-Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 101</td>
<td>3 credits</td>
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<tr>
<td>Principles of Biology</td>
<td></td>
</tr>
<tr>
<td>PHY 101</td>
<td>3 credits</td>
</tr>
<tr>
<td>Fundamentals of Physics</td>
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<tr>
<td>CHM 110</td>
<td>3 credits</td>
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<tr>
<td>Introductory Chemistry</td>
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<tr>
<td>GLG 150</td>
<td>3 credits</td>
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<tr>
<td>Exploration of Earth Sciences</td>
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<tr>
<td>BIO 240</td>
<td>3 credits</td>
</tr>
<tr>
<td>General Biology</td>
<td></td>
</tr>
<tr>
<td>SCI 256</td>
<td>3 credits</td>
</tr>
<tr>
<td>People, Science and the Environment</td>
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Students must choose one course from the list below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SCI 151</td>
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<tr>
<td>Astronomy</td>
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<td>BIO 204</td>
<td>3 credits</td>
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<tr>
<td>Plant Physiology</td>
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<tr>
<td>SCI 209</td>
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<tr>
<td>Oceanography</td>
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Major Courses- Upper Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIO 315</td>
<td>3 credits</td>
</tr>
<tr>
<td>Ecology and Evolution</td>
<td></td>
</tr>
<tr>
<td>BIO 330</td>
<td>3 credits</td>
</tr>
<tr>
<td>Invertebrate Zoology</td>
<td></td>
</tr>
<tr>
<td>BIO 335</td>
<td>3 credits</td>
</tr>
<tr>
<td>Entomology</td>
<td></td>
</tr>
<tr>
<td>BIO 340</td>
<td>3 credits</td>
</tr>
<tr>
<td>Microbiology</td>
<td></td>
</tr>
<tr>
<td>BIO 405</td>
<td>3 credits</td>
</tr>
<tr>
<td>Human Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 410</td>
<td>3 credits</td>
</tr>
<tr>
<td>Genetics</td>
<td></td>
</tr>
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</table>

Students must choose one course from the list below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 315</td>
<td>3 credits</td>
</tr>
<tr>
<td>Global Change</td>
<td></td>
</tr>
<tr>
<td>SCI 362</td>
<td>3 credits</td>
</tr>
<tr>
<td>Environmental Issues and Ethics</td>
<td></td>
</tr>
<tr>
<td>BIO 402</td>
<td>3 credits</td>
</tr>
<tr>
<td>Immunology</td>
<td></td>
</tr>
<tr>
<td>ENV 410</td>
<td>3 credits</td>
</tr>
<tr>
<td>Environmental Toxicology</td>
<td></td>
</tr>
</tbody>
</table>

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 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 Biological Science degree.

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 (124 for Kansas) 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
Nevada students must complete three (3) credits in Nevada Constitution 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/BIO
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) 6 credits
Must include at least three credits in physical or biological 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/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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.

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 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

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.

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 294 ................................................................. 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 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.
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 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.

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 setting.

The Bachelor of Science in Health Administration

The following Bachelor of Science in Health Administration (BSHA) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 320</td>
<td>Health Care Communication Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HCS 325</td>
<td>Health Care Management</td>
<td>3</td>
</tr>
<tr>
<td>HCS 335</td>
<td>Health Care Ethics and Social Responsibility</td>
<td>3</td>
</tr>
<tr>
<td>HCS 341</td>
<td>Human Resources in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCS 483</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HCS 490</td>
<td>Health Care Consumer - Trends and Marketing</td>
<td>3</td>
</tr>
<tr>
<td>HCS 430</td>
<td>Economics: The Financing of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HCS 465</td>
<td>Health Care Research Utilization</td>
<td>3</td>
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</table>

### Health Care Financial Accounting

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 440</td>
<td>Health Care Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>HCS 445</td>
<td>Health Care Information Systems</td>
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</tbody>
</table>

### Health Care Research Utilization

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 451</td>
<td>Health Care Quality Management and Outcome Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

### Concentration in Health 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](http://www.phoenix.edu/programs/bsha-em).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EMC 310</td>
<td>Principles of Emergency Management</td>
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</tr>
<tr>
<td>EMC 330</td>
<td>Political and Policy Issues for Emergency Management</td>
<td>3</td>
</tr>
<tr>
<td>EMC 340</td>
<td>Emergency Services and the Community</td>
<td>3</td>
</tr>
<tr>
<td>EMC 350</td>
<td>Managing Emergency Response Operations</td>
<td>3</td>
</tr>
<tr>
<td>EMC 320</td>
<td>Health Administration Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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](http://www.phoenix.edu/programs/bsha-ltc).

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LTC 310</td>
<td>Dimensions of Health and the Older Adult</td>
<td>3</td>
</tr>
<tr>
<td>LTC 315</td>
<td>Social and Community Related Programs and Services</td>
<td>3</td>
</tr>
<tr>
<td>LTC 320</td>
<td>Alternative Living Environments</td>
<td>3</td>
</tr>
<tr>
<td>LTC 449</td>
<td>Health Administration Capstone</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

HCIS 410 ~ ................................................................. 3 credits
Project Planning and Implementation in Health Care
DBM 381 ~ ................................................................. 3 credits
Database Concepts
NTC 361 ~ ................................................................. 3 credits
Network and Telecommunications Concepts
BSA 376 ~ ................................................................. 3 credits
Systems Analysis and Design
HCIS 420 ~ ................................................................. 3 credits
Information Systems Risk Management in Health Care
HCS 449 ~ ................................................................. 3 credits
Health Administration Capstone

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 (124 for Kansas) credits that include the following distribution:
  - A minimum of 48 upper division credits
  - A minimum of 54 credits of the 120 (124 for Kansas versions) must be in the general education areas approved by the University.
  - 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 (124 for Kansas) credit degree requirement.

Communication Arts Requirement(s) 6 credits
Oregon campus students must use writing courses to complete the 6 credits of Communication Arts
Mathematics Requirement(s): 6 credits
Science & Technology Requirement(s): 6 credits
Must include at least 3 credits in the physical or biological sciences
Humanities Requirement(s): 6 credits
Social Science Requirement(s): 6 credits
Nevada students must complete 3 credits in Nevada Constitution
Additional Liberal Arts Requirement(s): 6 credits
Puerto Rico students must complete 6 credits of Spanish instead
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 120
- 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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.

- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

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

Residency Requirements and Course Waivers for the BSHA

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

Students in this program may waive a maximum of eighteen (18) upper division credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework (national testing program credit, prior learning credit, and military credit may not be used to waive with or without credit coursework in the required course of study).

Students may also waive nine (9) lower division credits from the required course of study. In order to be granted a waiver with credit, for a course in the required course of study, the student must have completed a previous course which meets the following criteria:

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past ten (10) years (5 years for Information Security & Technology courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course if it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver without credit, for a course in the Required Course of Study, the student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 200, HCS 449

**Course Descriptions for the BSHA**

**GEN 200................................................................. 3 credits**

**Foundations for General Education and Professional Success**

This general education course is designed to introduce the intentional learner to communication, collaboration, information utilization, critical thinking, problem solving and professional competence and values. The course uses an interdisciplinary approach for the learner to develop personal, academic strategies in order to reach desired goals and achieve academic success.

**HCS 212................................................................. 3 credits**

**Health Care Vocabulary**

This course provides students with a foundational set of basic health care vocabulary that relates to a variety of health care work settings. Students will review terms and concepts related to the structure and professions within the health care delivery systems. In addition, students will also explore terminology related to body systems and common diseases and treatments associated with these systems.

**HCS 235................................................................. 3 credits**

**Health Care Delivery in the United States**

This course provides a broad overview of the various functions of the United States health care system. The historical evolution of health care is examined. The student is introduced to the various forms of provider models and service delivery systems found in private and public health sectors, including ambulatory, acute, mental, and long-term care. The financing aspects of health care and their influence on health care delivery and quality are outlined.

**HCS 245................................................................. 3 credits**

**Introduction to Health and Disease**

This course introduces students to the basic principles of illness and disease as well as the impact of disease trends on the delivery of services. The clinical manifestations of diseases commonly seen in the health care environment will be reviewed. The impact of health promotion and wellness program perspectives will be presented.

**HCS 320................................................................. 3 credits**

**Health Care Communication Strategies**

This course offers students the foundational knowledge and skills to communicate effectively in a variety of health care workplace settings. Students will review basic medical terminology, discuss the influences of gender and culture, examine channels of communication including the development of interpersonal and technology related communication, and the impact of consumer and interdisciplinary communication.

**HCS 325................................................................. 3 credits**

**Health Care Management**

The course explores fundamental concepts of management theory as applied to healthcare. Students will examine the organizational structure of the health care delivery system and administrative processes such as planning, problem solving, decision making, and quality productivity improvement. Emphasis will also be placed on the major issues and problem areas confronting health service administrators.

**HCS 335................................................................. 3 credits**

**Health Care Ethics and Social Responsibility**

This course identifies ethical issues in health care. It is designed to encourage students to clarify their personal ethic with regard to health care issues. The various responsibilities involving the management of populations whose ethics may be divergent are identified.

**HCS 341................................................................. 3 credits**

**Human Resources in Health Care**

This course examines the complexities and multiple issues involved in Human Resources management in health care organizations. Students will examine the strategic role of human resource management in response to changes in the health care industry. In addition, issues such as recruitment, retention, performance management, organizational development, and employee relations are examined. Federal, state, and professional regulatory requirements specific to health care are emphasized.

**HCS 483................................................................. 3 credits**

**Health Care Information Systems**

The course provides an overview of the integration of technology in the health care setting. Students will examine the processes used in the selection, application and evaluation of computer software and hardware. Methods and processes to make informed business decisions related to the application and use of technology in health care will be discussed.
HCS 490 ................................................................................... 3 credits

Health Care Consumer - Trends and Marketing
In this course students will have the opportunity to examine the traits, trends and needs of today’s health care consumer. Students will examine current consumer information for readability, implications for the selection of products and services and differentiation of health care web sources.

HCS 405 ................................................................................... 3 credits

Health Care Financial Accounting
This course provides an understanding of the general principles of accounting applied in the health care environment. It includes an overview of sources of revenue for various health care entities. The fundamentals of financial planning, cost concepts, capital budgeting, and management analysis are applied in the health care environment. Issues surrounding the development and management of budgets are also examined.

HCS 440 ................................................................................... 3 credits

Economics: The Financing of Health Care
This course provides an overview of the economics of health care. The various payers are examined, including private, state, and federal entities. Issues such as the cost effectiveness of prevention, the management of patients and their diseases, as well as the cost of treatment settings are discussed. Third-party reimbursement from various sources, ranging from for-profit insurance carriers to charitable donations, are reviewed. The health care system’s use of grant funding and research dollars is described.

HCS 465 ................................................................................... 3 credits

Health Care Research Utilization
This course introduces students to the purpose and process of research as applied to health care. Students will examine the role of statistics and various research methods. In addition students will analyze the key elements of evidence based research within health care.

HCS 451 ................................................................................... 3 credits

Health Care Quality Management and Outcomes Analysis
This course examines the relationships between health care quality and organizational performance management. The student is introduced to the rationale for performance management and the role of the governing body of the health care organization in ensuring compliance with the standards of regulatory and accreditation organizations. Methods for assuring quality in process and outcome management are described, as well as the significance and statistical application of measuring outcomes. Various health care customers are identified. Changing trends in the provision and reimbursement of health care services are reviewed.

COMM 215 ............................................................................ 3 credits

Essentials of College Writing
This course covers the essential writing skills required for college-level coursework. Students will learn to distinguish between interpretive and analytical writing while using the writing process and specific rhetorical strategies to develop position and persuasion essays and a case study analysis, and learning teams will prepare an applied research paper. The course offers exercises for review of the elements of grammar, mechanics, style, citation, and proper documentation.

GEN 101 ................................................................................... 3 credits

Skills for Lifelong Learning
This course is designed to provide core competencies for adult learners. The course examines learning theory and the application of adult learning principles to communication skills, group processes, and personal management. Adult learners will develop strategies for achieving University of Phoenix Learning Goals in school, work, and personal settings. They will also be introduced to the University Library and learn how to access resources successfully.

GEN 300 ................................................................................... 3 credits

Skills for Professional Development
This course examines the skills necessary for successful critical thinking, teamwork, research, and communication. The course is designed to aid adult learners in acquiring and improving the core competencies that are necessary at the University of Phoenix. Students will examine their reasons for returning to school and develop strategies for achieving educational goals in school, work, and personal settings. Students will also be introduced to the University library and learn how to access its resources successfully.

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 legal and regulatory environment. Students will develop beginning skills in community assessment and health promotion strategies. The course also reflects the advances in population health in the community health field. This course represents the concept that many populations of concern in health programs are not solely defined by geographic location.

HCS 430................................................................. 3 credits
Legal Issues in Health Care: Regulation and Compliance
This course covers the broad range of topics affected by health law and regulation, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well their impact on the operation of health care as a business. Legal issues ranging from professional malpractice to corporate wrongdoing are also discussed.

HCS 475................................................................. 3 credits
Leadership and Performance Development
This course provides students with an overview of leadership theories to assist in the development of effective leadership skills. Students will discuss workplace change and the leader's role in the change process as well as examining and analyzing effective performance indicators for staff and organizational goals.

HCS 455................................................................. 3 credits
Healthcare Policy: The Past and the Future
This course will introduce the student to the intricate processes that public policymakers use to influence the health status of a society. The role of economic theory, interest groups, and the various levels of government involved in policymaking will be examined. A historic review of trends will be evaluated, and the challenges of future health care delivery will be examined.

HCS 446................................................................. 3 credits
Facility Planning
This course will introduce students to the legal and regulatory challenges of facility planning and development. Students will analyze facility designs, discuss future health care consumer utilization trends, and as well as examine the regulatory compliance requirements.

HCS 449................................................................. 3 credits
Health Administration Capstone
Students in this course summarize their learning and formulate strategies to manage various challenges they will encounter in the healthcare environment. Students will also assess the impact of their educational experiences on their ethical perspectives and critical thinking skills. Students will reflect on and evaluate their personal and professional growth, the benefits of lifelong learning, and the impact of these elements on their future.

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 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 electing emergency operations will be studied.

EMC 340................................................................. 3 credits
Emergency Services and the Community
This course will look at the social dimensions of community responses to disaster related issues. Emphasis will be placed on examining effective community outreach and preparation programs as well as distribution mechanisms for public information. In addition, students will assess demographic implications and their impact on emergency prevention activities and services.

EMC 350................................................................. 3 credits
Managing Emergency Response Operations
This course focuses on the principles and practices that promote effective disaster response operations in emergency management. Students will examine the roles and responsibilities of the participants in a crisis event, and identify possible problems associated with response operations such as inadequate preparedness measures, safety and site security, and communication. In addition, 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 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 Concentration in Health Information Systems

HCS 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.

NWC 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 410 ................................................................. 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 the 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 communities. 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.

**Concentration in Criminal Justice - Track A and B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CJS 200</td>
<td>Introduction to Juvenile Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 210</td>
<td>Fundamentals of Policing</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 220</td>
<td>Introduction to Criminal Court System</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 230</td>
<td>Introduction to Corrections</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 240</td>
<td>Introduction to Juvenile Justice</td>
<td>3 credits</td>
</tr>
<tr>
<td>CJS 250</td>
<td>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**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Science &amp; Technology Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Additional Liberal Arts Requirement</td>
<td>3 credits</td>
</tr>
<tr>
<td>Interdisciplinary Requirement</td>
<td>9 credits</td>
</tr>
<tr>
<td>Concentration</td>
<td>18 credits</td>
</tr>
</tbody>
</table>
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 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 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 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.

CJ 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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.

COM 150 ................................................................................. 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

The following Associate of Arts/Concentration in Criminal Justice (AACJ) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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 our graduation 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-mn.

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

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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(A Track must include: COM 150 and COM 220)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: COM 155 and COM 156)</td>
<td></td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

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.

Additional Liberal Arts Requirement 6 credits

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>(A Track must include: ETH 125)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: SCI 201 and ETH 125)</td>
<td></td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>9 credits</td>
</tr>
<tr>
<td>(A Track must include: ETH 125)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: PSY 201 and ETH 125)</td>
<td></td>
</tr>
<tr>
<td>Humanities Requirement</td>
<td>9 credits</td>
</tr>
<tr>
<td>(A Track must include: CRT 205)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: HUM 111)</td>
<td></td>
</tr>
<tr>
<td>Additional Liberal Arts Requirement 6 credits</td>
<td></td>
</tr>
<tr>
<td>(A Track must include: GEN 105)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: US 101 and FP 101)</td>
<td></td>
</tr>
</tbody>
</table>

Social Science Requirement 9 credits

<table>
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<tr>
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<th>Credits</th>
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<tr>
<td>(A Track must include: ETH 125)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: PSY 201 and ETH 125)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>Communication Arts Requirement</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>(B Track must include: COM 155 and COM 156)</td>
<td></td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>Science &amp; Technology Requirement 9 credits</td>
<td></td>
</tr>
<tr>
<td>(A Track must include: SCI 201)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: SCI 201 and ETH 125)</td>
<td></td>
</tr>
<tr>
<td>Social Science Requirement</td>
<td>9 credits</td>
</tr>
<tr>
<td>(A Track must include: ETH 125)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: PSY 201 and ETH 125)</td>
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</tr>
<tr>
<td>Humanities Requirement</td>
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<tr>
<td>Additional Liberal Arts Requirement 6 credits</td>
<td></td>
</tr>
<tr>
<td>(A Track must include: GEN 105)</td>
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Social Science Requirement 9 credits

<table>
<thead>
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<td>(B Track must include: PSY 201 and ETH 125)</td>
<td></td>
</tr>
</tbody>
</table>

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 totals.

• The diploma awarded for this program will read as: Associate of Arts.

• 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.

• 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.

• 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 govern 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.

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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
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 an 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, time management, and for managing the abundance of information available in today’s society. Students will develop strategies for successful distance learning, online library use, academic honesty, and the development of effective study skills.

Bachelor of Science in Criminal Justice Administration

The following Bachelor of Science in Criminal Justice Administration (BSCJA) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The mission of the Bachelor of Science in Criminal Justice Administration is to provide students with a strong foundation in criminal justice principles, concepts, and theories, as well as a practice orientation to justice administration. The degree offers a global perspective, as well as specific concentration areas of criminal justice services delivery. Students will receive core instruction in criminal justice as it is represented in the domains of police, courts, and corrections and then advance to concentrations related to specific areas of criminal justice within those domains.

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

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

BSCJA Foundation Courses

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

Foundations for General Education and Professional Success
CJA 204 ~ ................................................................. 3 credits

Introduction to Criminal Justice
CJA 214 ~ ................................................................. 3 credits

Introduction to Police Theory and Practices
CJA 224 ~ ................................................................. 3 credits

Introduction to Criminal Court Systems
CJA 234 ~ ................................................................. 3 credits

Introduction to Corrections

BSCJA Required Course of Study

CJA 304 ~ ................................................................. 3 credits

Interpersonal Communications
CJA 314 ~ ................................................................. 3 credits

Criminology
CJA 324 ~ ................................................................. 3 credits

Ethics in Criminal Justice
CJA 334 ~ ................................................................. 3 credits

Research Methods in Criminal Justice
CJA 344 ~ ................................................................. 3 credits

Cultural Diversity Issues in Criminal Justice
CJA 354 ~ ................................................................. 3 credits

Criminal Law
CJA 364 ~ ................................................................. 3 credits

Criminal Procedure
CJA 374 ~ ................................................................. 3 credits

Juvenile Justice Systems and Processes
CJA 384 ~ ................................................................. 3 credits

Criminal Organizations
CJA 394 ~ ................................................................. 3 credits

Contemporary Issues and Futures in Criminal Justice

Students must select one concentration in a particular area of study at the time of enrollment. Students may also complete an additional concentration. Please contact your academic representative for more information.

Concentration in Human Services

The BSCJA Human Services concentration is intended to give graduates knowledge and basic skills to work in the human services and helping areas of the criminal justice system. This particular concentration represents an integrated program combining academic instruction in criminal justice with applied skills for students whose goal is a career in the areas of the system where basic skills in interviewing, case management, mental health interventions, advocacy, and mediation are required. Human Services graduates are prepared to provide services in a variety of institutional and community settings within the criminal justice domains of policing, the courts, institutional, and community corrections.

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

BSHS 311 ................................................................ 3 credits

Models of Effective Helping
BSHS 401 ................................................................ 3 credits

Case Management
BSHS 441 ................................................................ 3 credits

Advocacy and Mediation
BSHS 471 ................................................................ 3 credits

Mental Health and Crisis Intervention Practices
CJA 484 ................................................................ 3 credits

Criminal Justice Administration Capstone
Concentration in Management

The BSCJA Management concentration is designed to give learners a depth of understanding concerning the management and administrative skills necessary to effectively run organizations in the various domains of criminal justice system. The courses included in this degree concentration focus primarily on the management and administration skill sets associated with the police, the courts, and with corrections. The theories and principles behind criminal justice are also examined. Students learn about policies, procedures associated with management functions, as well as many administrative practices and factors impacting criminal justice agency operations. This will not only give you the insight into what these specific departments are and what they do, but how to maintain and evaluate organizational operations from an administrative viewpoint.

For more information please contact us at: info@phoenix.edu or visit our website at http://www.phoenix.edu/programs/bcja-m.

CJA 444 ~ Organization Behavior and Management ........................................... 3 credits
CJA 454 ~ Criminal Justice Management Theory and Practice ............................... 3 credits
CJA 464 ~ Criminal Justice Policy Analysis ............................................................. 3 credits
CJA 474 ~ Managing Criminal Justice Personnel ................................................. 3 credits
CJA 484 ~ Criminal Justice Administration Capstone ......................................... 3 credits

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/bcja-ih.

HCS 310 ~ Health Care Delivery in the United States ............................................ 3 credits
HCS 330 ~ Introduction to Health and Disease ...................................................... 3 credits
HCS 430 ~ Legal Issues in Health Care: Regulation and Compliance .................... 3 credits
HCS 455 ~ Health Care Policy: The Past and the Future ...................................... 3 credits
CJA 484 ~ Criminal Justice Administration Capstone ......................................... 3 credits

Additional Admission Requirements for the BSCJA

• High school graduation from an institution that holds state approval to confer 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 post 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 to 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 post 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.

General Education Requirements for the BSCJA

A minimum of 54 credits of the 120 (124 for Kansas) credits in the following general education areas approved by the University:

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 may not use conversational English to satisfy Communication Arts

University of Phoenix, 2012

COLLEGE OF CRIMINAL JUSTICE AND SECURITY
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 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 (124 for Kansas) credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 credits of the 120 (124 for Kansas) credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.0.
  - Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.
  - Students will declare a concentration at the time of enrollment.
  - The diploma awarded for this program will read as: Bachelor of Science in Criminal Justice Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

**Academic Progression Requirements for the BSCJA**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training).
  - National Testing Programs, and
  - ACE evaluated Military credits.
  - The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.
  - Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
  - Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
  - Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
  - Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
  - Students may not complete any of the First-Year Sequence courses via Directed Study.
  - Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.

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

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

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

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

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

- The course must have been completed and 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

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 court system. It demonstrates the connection among all participants and how they relate to each other. Additionally, the course covers the history of the court system and the different types of court at the state and federal levels.

CJA 234 ..................................................................................... 3 credits

 Introduction to Corrections

This course is an introduction to the various components of the corrections system within the criminal justice system. It provides an overview of corrections, including corrections history, the persons, agencies, and organizations that manage convicted offenders. Other topics that are covered include; policy and procedure, sentencing, probation, and rehabilitation of prisoners.

CJA 304 ..................................................................................... 3 credits

 Interpersonal Communications

This course prepares the student to communicate effectively in both written and verbal form. It covers best practices in investigative reporting and interpersonal verbal communication with victims, suspects, and civilians, in a criminal justice setting. Emphasis is placed on practical application of the skills and theories introduced.

CJA 314 ..................................................................................... 3 credits

 Criminology

Criminology is an introductory course in the study of crime and criminal behavior, focusing on the various theories of crime causation. This course highlights the causes of crime, criminal behavior systems, societal reaction to crime, and criminological methods of inquiry.

CJA 324 ..................................................................................... 3 credits

 Ethics in Criminal Justice

This course explores the standards and codes of professional responsibility in criminal justice professions (e.g., Law Enforcement Code of Ethics, ABA Standards of Professional Responsibility, American Jail Association Code of Ethics for Jail Officers, and the American Correctional Association Code of Ethics). It also explores analysis and evaluation of ethical dilemmas, roles of professional organizations and agencies, ethics and community relations, ethics in criminal justice laws and procedures and civil liability in law enforcement and correctional environments.

CJA 334 ..................................................................................... 3 credits

 Research Methods in Criminal Justice

Students learn and demonstrate knowledge of research methodology within the criminal justice system and become acquainted with the range and scope of quantitative and qualitative tools available to the criminal justice researcher.

CJA 344 ..................................................................................... 3 credits

 Cultural Diversity Issues in Criminal Justice

This course offers a comprehensive, critical and balanced examination of the issues of crime and justice with respect to race and ethnicity. Procedures and policy in a pluralistic and multicultural society are examined relative to law enforcement, courts and correctional 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 well 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 and contrasted with adults, 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 groups, and explores theories that have been advanced to explain the phenomenon.

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 persuasive 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 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 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 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 covers the broad range of topics affected by health law and policy, ranging from patient rights to corporate responsibilities. Public and private health care regulatory agencies are examined as well as 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

The Bachelor of Science in Organizational Security and Management
The following Bachelor of Science in Organizational Security and Management (BS/OSM) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.
GEN 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
CIS 319 ~ ................................................................................. 3 credits
Computers and Information Processing
MGT 431 ~ ................................................................................. 3 credits
Human Resources Management
SEC 340 ~ ................................................................................. 3 credits
Criminology and the Criminal Justice System
SEC 360 ~ ................................................................................. 3 credits
Interpersonal Communications
SEC 390 ~ ................................................................................. 3 credits
Organizational Behavior and Management
SEC 370 ~ ................................................................................. 3 credits
The Administration Process
SEC 330 ~ ................................................................................. 3 credits
Industrial Safety
SEC 350 ~ ................................................................................. 3 credits
Legal and Regulatory Issues in Security Management
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 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.

General Education Requirements for the BS/OSM

A minimum of 54 of the 120 (124 for Kansas) 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
Additional Liberal Arts, 3 credits
Interdisciplinary Requirements, 6 credits
Professional Development, 3 credits
GEN 300 is completed as part of the required course of study
Integrating, 3 credits
SEC 480 is completed as part of the required course of study
Students who lack .67 or fewer general education credits may use excess interdisciplinary or elective credits to waive the balance.
Students must use excess interdisciplinary or elective credits to waive the general education balance in order to complete the minimum general education credits required for their program.
For a description of the preceding general education areas, see the Undergraduate Programs section within this catalog.

**Degree Requirements for the BS/OSM**

- Completion of a minimum of 120 (124 for Kansas) credits that include the following distribution:
  - A minimum of 57 upper division credits.
  - A minimum of 54 of the 120 (124 for Kansas) credits must be in the general education areas approved by the University.
  - A minimum grade point average (GPA) of 2.0.
- A minimum of 120 total credits that include a minimum of 57 upper division credits. Students must satisfy all required courses of study and general education requirements. Any remaining credits may be satisfied by elective coursework.

- If student fails to complete SEC 480 with a “C-” or better, the student must retake the course to satisfy the degree requirement.

**Academic Progression Requirements for the BS/OSM**

All students entering undergraduate degree programs who list less than 24 previous college credits as recognized by the university on the admissions application are required to enroll in the First-Year Sequence:

- First-Year Sequence students must satisfy all seven (7) courses from the First-Year Sequence prior to enrolling in any other General Education, elective, or concentration courses.
- GEN 195 will be required as the first course in the First-Year Sequence.
- HUM 114 will be required as the last course in the First-Year Sequence. All other FYS requirements must be satisfied prior to enrolling in any other program applicable course.
- With the exception of GEN 195, FP 120, and HUM 114, course requirements may be satisfied by any of the following means:
  - University of Phoenix coursework,
  - Regionally or nationally accredited coursework (C- or higher grade),
  - University of Phoenix Prior Learning Assessment, (30 credit limit on experiential learning; 30 credit limit on professional training),
  - National Testing Programs, and
  - ACE evaluated Military credits.
- The course used to satisfy a First-Year Sequence course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215).
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.

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

- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Residency Requirements and Course Waivers for the BS/OSM**

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

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

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

- The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements).

This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: GEN 300, SEC 480
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 identifies and contrasts the benefits of proprietary and contract security operations and introduces the student to a variety of security specializations. It also examines the purposes, objectives, procedures, risks, and types of organizations associated with the respective specializations.
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 telecommunication, and the Internet.
MGT 431 ........................................................................................................ 3 credits

Human Resources Management
This course focuses on the strategic role of human resources management, personnel planning and job analysis, personnel selection, performance appraisal, compensation, training and development from the vantage point of the manager.
SEC 340 ........................................................................................................ 3 credits

Criminology and the Criminal Justice System
This course identifies various types of criminal activity and provides the student with an understanding of the causes of criminal behavior and the societal response to crime. It also identifies and discusses the various elements of the American criminal justice system.
SEC 360 ........................................................................................................ 3 credits

Interpersonal Communications
This course prepares the student to communicate effectively in written and verbal form. It provides principles for effective investigative reporting and incident documentation as well as techniques for interviewing and understanding verbal and non-verbal communication.
SEC 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 370 ........................................................................................................ 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 400 ........................................................................................................ 3 credits

Principles of Investigation
Investigation of criminal activity, employment applicant back- grounds 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 410 ........................................................................................................ 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.
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEN 101</td>
<td>3</td>
<td>Introductory Chemistry</td>
</tr>
<tr>
<td>CHM 110</td>
<td>3</td>
<td>Introductory Chemistry</td>
</tr>
<tr>
<td>MTH 220</td>
<td>3</td>
<td>College Algebra</td>
</tr>
<tr>
<td>SEC 420</td>
<td>3</td>
<td>Personal Security</td>
</tr>
<tr>
<td>SEC 450</td>
<td>3</td>
<td>Global Security Issues</td>
</tr>
<tr>
<td>SEC 460</td>
<td>3</td>
<td>Terrorism</td>
</tr>
<tr>
<td>SEC 470</td>
<td>3</td>
<td>Homeland Security and Interagency Response</td>
</tr>
<tr>
<td>GEN 200</td>
<td>3</td>
<td>Essentials of College Writing</td>
</tr>
<tr>
<td>GEN 101</td>
<td>3</td>
<td>Foundations for General Education and Professional Success</td>
</tr>
<tr>
<td>COMM 215</td>
<td>3</td>
<td>Capstone Course</td>
</tr>
<tr>
<td>POL 215</td>
<td>3</td>
<td>The American Experience Since 1945</td>
</tr>
<tr>
<td>HIS 145</td>
<td>3</td>
<td>State and Local Political Processes</td>
</tr>
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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.

This course is designed to introduce the 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.

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.

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 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.

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.
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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Students must 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 220 ~ Survey of Accounting: The Maze of Numbers</td>
<td>3</td>
</tr>
<tr>
<td>ACC 225 ~ Accounting Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 260 ~ Accounting Ethics: Keeping it Clean</td>
<td>3</td>
</tr>
<tr>
<td>FIN 200 ~ Introduction to Finance: Harvesting the Money Tree</td>
<td>3</td>
</tr>
<tr>
<td>ACC 230 ~ Financial Reporting: Peeking Under the Financial Hood</td>
<td>3</td>
</tr>
<tr>
<td>ACC 250 ~ Accounting Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>

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
  - *(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 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 A Track and are required to complete the First-Year Sequence.
- US 101 will be required as the first course in the First-Year Sequence.
- HUM 111 will be required as the last course in the First-Year Sequence.
- HUM 111 will be required as the first course in the First-Year Sequence.
- 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 220 ................................................................. 3 credits
Survey of Accounting: The Maze of Numbers
Every business depends on its accountants to organize and maintain financial information. Accountants translate the maze of numbers most people see into valuable information that keeps a company going. This course introduces students to the accounting profession. It covers the role accounting plays in business and career options in accounting. Students learn the fundamentals of accounting principles and the accounting cycle.

ACC 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. The 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 also conduct basic research for the expository essay. Selected readings provide the basis for discussions 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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
The following Associate of Arts/Concentration in Hospitality, Travel and Tourism (AHTT) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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/ahtt.

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
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
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.

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:
  - 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.

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.

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

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
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.
- 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

HTT 200 ................................................................. 3 credits

Hospitality: Food, Shelter, and Fun Away From Home

This course is an overview of the history, current trends, and general organizational structure of the hospitality industry. Additionally, the course covers topics such as recreational entertainment, economic impact of hospitality, and service standards. The course also gives students the opportunity to examine careers in tourism, foodservice, and lodging industries.

HTT 210 ................................................................. 3 credits

Travel & Tourism: For Work, For Pleasure, Forever Enriching

This course introduces the tourism industry and its major components such as the travel mart, surface travel, air travel, business travel, cruises, and recreation. It covers current issues in tourism and their effect on the hospitality industry as a whole including economic, political, and cultural forces, and quality of life impacts on host locals. Career opportunities within travel and tourism are also discussed.

HTT 220 ................................................................. 3 credits

Information Technology in Hospitality, Travel and Tourism: When Distribution Joins Automation

This course explores the impact of information and communications technology on the structure and operations of the hospitality, travel, and tourism industry. It covers topics dealing with the interaction between consumers, intermediaries, operatives, and management through rapidly changing technologies. Effects on service quality, productivity, efficiency, and profitability will be examined.

HTT 230 ..................................................................................3 credits

Finance for Hospitality Professionals: Bed & Balance Sheets

This course focuses on conceptual awareness and practice of financial management as it applies to hospitality, travel, and tourism industries. It covers the basics of accounting, budgets and budgeting systems, performance measures creation, and financial statement evaluation for the purpose of cost analysis and planning. Aspects of setting prices, funding, and risk management are also covered.

HTT 240 ..................................................................................3 credits

Food & Beverage Management: Eat, Drink, & Be Healthy

This course integrates the basic concept and practical skills related to foodservice operations, from the front office to the kitchen. It covers basic principles of purchasing and cost management of food and beverage, as well as menu planning, institutional food service, and quality control.

HTT 250 ..................................................................................3 credits

Lodging and Resort Operations: There’s Room In the Inn

This course studies the lodging industry, its history, growth, development, and future direction. It covers front office procedures and interpersonal dynamics from reservations through the night audit. The course also examines career opportunities in lodging and resorts.

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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
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 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 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 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:
  • 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),
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  • 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 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 (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework).

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 interconnected 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.

COM 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 formats 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.

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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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 Accounting

The following Associate of Arts/Concentration in Accounting (AAACC) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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.

XMGT 216

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-mn.

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 ~ Introduction to Finance: Harvesting the Money Tree 3 credits
ACC 230 ~ (A Track must include: COM 150 and COM 220) 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 by 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
  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
  (A Track must include: SCI 162)
  (B Track must include: SCI 160)
  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: 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 reflect 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 reflect 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 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 AAACC

ACC 220 .................................................................................. 3 credits
Survey of Accounting: The Maze of Numbers
Every business depends on its accountants to organize and maintain financial information. Accountants translate the maze of numbers most people see into valuable information that keeps a company going. This course introduces students to the accounting profession. It covers the role accounting plays in business and career options in accounting. Students learn the fundamentals of accounting principles and the accounting cycle.

ACC 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. 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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

The following Associate of Arts/Concentration in Hospitality, Travel and Tourism (AAHTT) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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 ~** Food and Beverage Management: Eat, Drink and Be Healthy

**HTT 210 ~** Hospitality: Food, Shelter and Fun Away from Home

**HTT 220 ~** Travel and Tourism: Work, Pleasure, Forever Enriching

**HTT 230 ~** Information Technology in Hospitality, Travel and Tourism

**HTT 240 ~** Finance for Hospitality Professionals: Bed and Balance Sheets

**HTT 240 ~** Food and Beverage Management: Eat, Drink and Be Healthy

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 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
(A Track must include: SCI 162)
(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: PHY 101 and PHY 102)
(B Track must include: ETH 101)

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: GEN 105)

**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
(A Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PHY 101 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: 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 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
(A Track must include: SCI 162)
(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: PHY 101 and PHY 102)
(B Track must include: ETH 101)

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: GEN 105)

**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
(A Track must include: SCI 162)

Social Science Requirement 9 credits
(A Track must include: ETH 125)
(B Track must include: PHY 101 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: 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 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 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 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:
  - 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 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 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.
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<td>3 credits</td>
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**Introduction to Life Science with Lab**
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.

**Cultural Diversity**
This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

**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.
The AAFB program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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.

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

### 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
  - (A Track must include: SCI 162)
  - (B Track must include: SCI 163)
- 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
  - HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.
- 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 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
  - 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
  - (A Track must include: SCI 162)
  - (B Track must include: SCI 163)
- 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: 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 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 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, 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 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 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.
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.

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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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.
The following Bachelor of Science in Business (BSB) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 concentration in a particular area of study at the time of enrollment. Students may also complete an additional concentration. Please contact your academic representative for more information.

Accounting Concentration

The Accounting Concentration promotes identification with and orientation to the accounting profession and is designed to provide knowledge skills, and abilities necessary for a career in accounting. Core competencies in technology, critical thinking, and communication are emphasized throughout the curriculum. The program also utilizes specific accounting problem-solving software to provide students with practical knowledge of the accounting field. Students have broad exposure to varied business disciplines, including management, organizational behavior, economics, and finance, and learn how the general manager integrates these disciplines to meet the strategic goals of the organization.

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

ACC 349 ~ 3 credits
Cost Accounting
ACC 421 ~ ................................................................. 3 credits
Intermediate Financial Accounting I
ACC 422 ~ ................................................................. 3 credits
Intermediate Financial Accounting II
ACC 423 ~ ................................................................. 3 credits
Intermediate Financial Accounting III
ACC 497 ~ ................................................................. 3 credits
Advanced Topics in Accounting Research

The BSB/ACC may not educationally qualify graduates to sit for the CPA exam in some states. To the extent that a student intends to sit for the CPA examination, the student should consult with the applicable board of examiners in the state or states in which the individual intends to sit for the examination to determine the precise educational and other requirements, including the acceptability of the University’s BSB/ACC.

Administration Concentration
The Business Administration concentration is designed for the working professional employed in a business or public organization. The major coursework emphasizes quantitative skills and is designed to enable graduates to deal effectively with an increasingly complex business environment. The administration concentration examines the areas of operations management, project management, economics, accounting, finance, and strategic management.

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

ACC 400 ~ ................................................................. 3 credits
Accounting for Decision Making
MGT 448 ~ ................................................................. 3 credits
Global Business Strategies

Students must choose three of the following courses:

ACC 340 ~ ................................................................. 3 credits
Accounting Information Systems I
BSA 375 ~ ................................................................. 3 credits
Fundamentals of Business Systems Development
EBUS 405 ~ ................................................................. 3 credits
E-Business Technologies
ISCOM 472 ~ ................................................................. 3 credits
Lean Enterprise
MKT 441 ~ ................................................................. 3 credits
Marketing Research
MGT 437 ~ ................................................................. 3 credits
Project Management

Finance Concentration
The Finance Concentration emphasizes fundamental and advanced financial concepts, theories, and practices to promote well-informed financial decision making. The Finance Concentration allows students to examine the areas of finance for decision making, financial risk management, mergers, acquisitions, and corporate restructuring, investment analysis and portfolio management, and global finance. Students will integrate advanced topics in financial management through real-world business application. Financial managers need many different skills. Interpersonal skills are important because these jobs involve managing people and working as part of a team to solve problems. Financial managers must have excellent communication skills to explain complex financial data.

Since financial managers work extensively with various departments in their firm, a broad understanding of business is essential. Financial managers should be creative thinkers and problem-solvers, applying their analytical skills to business. They must be comfortable with the latest computer technology. Financial managers must have knowledge of international finance because financial operations are increasingly being affected by the global economy. For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-f.

FIN 419 ~ ................................................................. 3 credits
Finance for Decision Making
FIN 486 ~ ................................................................. 3 credits
Strategic Financial Management

Students must choose three of the following courses:

FIN 366 ~ ................................................................. 3 credits
Financial Institutions
FIN 375 ~ ................................................................. 3 credits
Financial Management in the Small Business
FIN 402 ~ ................................................................. 3 credits
Investment Fundamentals and Portfolio Management
FIN 410 ~ ................................................................. 3 credits
Working Capital Management
FIN 415 ~ ................................................................. 3 credits
Corporate Risk Management
FIN 420 ~ ................................................................. 3 credits
Personal Financial Planning
FIN 444 ~ ................................................................. 3 credits
Mergers, Acquisitions, and Corporate Restructuring
FIN 467 ~ ................................................................. 3 credits
Real Estate Investment

Global Management Concentration
The Global Business concentration emphasizes fundamental principles and practices of conducting global business activities. Components include: international marketing, international trade and investment, global finance, global human resource management, and global value-chain management. Students will integrate advanced topics in global business through real-life applications. The program promotes the development of a “global mindset” and reflects the dynamic nature of global business realities.

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

GBM 380 ~ ................................................................. 3 credits
Global Business
GBM 381 ~ ................................................................. 3 credits
International Trade
HRM 350 ~ ................................................................. 3 credits
International Human Resource Management
ISCOM 383 ~ ................................................................. 3 credits
Global Value Chain Management
GBM 489 ~ ................................................................. 3 credits
Strategic Topics in Global Business Management
**Sustainable Enterprise Management Concentration**

The Sustainable Enterprise Management concentration will prepare students for management careers based on sustainable business practices. The program emphasizes the development of skills in operating standards, enterprise planning, social responsibility, and sustainable management techniques. Upon completion of this program students will possess the knowledge and skills needed to manage business enterprises for a sustainable future.

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

- MGT 360 ~ ................................................................. 3 credits
- Green and Sustainable Enterprise Management
- MGT 470 ~ ................................................................. 3 credits
- Sustainable Enterprise Planning

**Students must choose three of the following courses:**

- BUS 327 ~ ................................................................. 3 credits
  - The Sustainable Organization
- BUS 372 ~ ................................................................. 3 credits
  - Business Sustainability Standards
- ECO 370 ~ ................................................................. 3 credits
  - Environmental Economics
- MGT 380 ~ ................................................................. 3 credits
  - Organizational Change Management
- MGT 403 ~ ................................................................. 3 credits
  - Environmental Management Systems
- MKT 411 ~ ................................................................. 3 credits
  - Green Marketing

**Human Resource Management Concentration**

The Human Resource Management Concentration helps students develop an understanding of the fundamentals of human resource management and its strategic relevance in business. The concentration addresses the legal and ethical components of the decision making process involved in the human resources environment. The Human Resource Management Concentration introduces students to the basic concepts of human resource management, and allows further study in the areas of employment law, risk management, recruitment and selection of employees, international HR, change management, compensation and benefits, employee development, and performance management. Students will also develop an understanding of the critical business implications for human resource professionals today and in the future. HR practitioners and managers must be equipped with a solid understanding of the fundamentals of human resource management, along with strong skills in the areas of systems thinking, problem solving, influencing, negotiating, communications, and leadership. This program is consistent with generally accepted human resource management principles, including the professional certification knowledge areas.

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

- HRM 300 ~ ................................................................. 3 credits
  - Fundamentals of Human Resource Management
- HRM 498 ~ ................................................................. 3 credits
  - Strategic Human Resource Management and Emerging Issues

**Students must choose three of the following courses:**

- HRM 310 ~ ................................................................. 3 credits
  - Change Management
- HRM 324 ~ ................................................................. 3 credits
  - Total Compensation
- HRM 326 ~ ................................................................. 3 credits
  - Employee Development
- HRM 420 ~ ................................................................. 3 credits
  - Human Resource Risk Management
- MGT 434 ~ ................................................................. 3 credits
  - Employment Law

**Management Concentration**

The Management Concentration emphasizes managing human and fiscal resources within the structure, culture, and missions of any organization. The Management Concentration allows students the opportunity to examine the areas of innovation, design, and creativity in business, global business, quality management and productivity, human resource management, employment law, and organizational negotiations. Students will integrate advanced topics in management through real-world business application.

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

- PHL 458 ~ ................................................................. 3 credits
  - Creative Minds and Critical Thinking
- MGT 498 ~ ................................................................. 3 credits
  - Strategic Management

**Students must choose three of the following courses:**

- HRM 300 ~ ................................................................. 3 credits
  - Fundamentals of Human Resource Management
- HRM 326 ~ ................................................................. 3 credits
  - Employee Development
- LDR 300 ~ ................................................................. 3 credits
  - Innovative Leadership
- MGT 360 ~ ................................................................. 3 credits
  - Green and Sustainable Enterprise Management
- MGT 411 ~ ................................................................. 3 credits
  - Innovative and Creative Business Thinking
- MGT 426 ~ ................................................................. 3 credits
  - Managing Change in the Workplace
- OI 361 ~ ......................................................................... 3 credits
  - Innovation, Design, and Creativity for a Competitive Advantage

**Marketing Concentration**

The Marketing Concentration addresses how to identify customer needs, how to communicate information about products and services to customers and potential customers, where to market, the pricing of products and services, and how to respond to growing demands in different countries and cultures. The marketing concentration builds upon the foundational marketing course, which allows further study in the areas of consumer behavior, advertising, marketing research, public relations, promotion measurement and analysis, and international and global marketing. Marketing managers need creative, analytical, and leadership abilities to manage the marketing function of the business enterprise.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/bsb-mkt.

MKT 435 ~ ................................................................. 3 credits
Consumer Behavior

MKT 498 ~ ................................................................. 3 credits
Integrated Marketing Strategies

Students must choose three of the following courses:

COM 340 ~ ................................................................. 3 credits
Mass Communication

COM 400 ~ ................................................................. 3 credits
Media and Society

MKT 438 ~ ................................................................. 3 credits
Public Relations

Project Management Concentration

The Project Management concentration focuses on the professional success of its students. It emphasizes real-world application with assignments designed to apply the newfound skills and knowledge to the workplace. Practical study materials, team activities, and presentations to the class foster teamwork, critical thinking, self-confidence, and application of project technical and leadership skills on a real-time basis. This program is consistent with generally accepted project management principles, including the project management processes and knowledge areas that lead to professional certification.

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

CPMG 300 ~ ............................................................. 3 credits
Project Management

CPMG 301 ~ ............................................................. 3 credits
Strategic Portfolio and Project Management

CPMG 302 ~ ............................................................. 3 credits
Procurement and Risk Management

CPMG 303~ .............................................................. 3 credits
Project Estimating and Control Techniques

CPMG 305 ~ ............................................................. 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

MGT 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

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 (124 for Kansas) that include the following distribution:
  - A minimum of 45 upper division credits
  - A minimum of 54 of the 120 (124 for Kansas) 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 (124 for Kansas) 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.*

- **Mathematics Requirement(s)** 6 credits
  - *Must include MTH 209 or higher*

- **Science & Technology Requirement(s)** 6 credits
  - *B Track must include: SCI 163*
  - *Must include at least three (3) credits in the physical or biological sciences*

- **Humanities Requirement(s)** 6 credits
  - *B Track must include: HUM 114*

- **Social Science Requirement(s)** 6 credits
  - *B Track must include: PSY 211*

- **Additional Liberal Arts Requirement(s)** 6 credits
  - *Puerto Rico students must complete six (6) credits of Spanish. Conversational Spanish may not be used. Only Introduction to Spanish, Basic Spanish I 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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.
Residency Requirements and Course Waivers for the BSB
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.
Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
In order to be granted a waiver with credit for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of "C" (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the Required Course of Study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program (each program has specific substitution requirements). This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the Required Course of Study, a student must have completed a previous course which meets the following criteria:

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

The following courses in the required course of study may not be waived: ACC 497, BCOM 275, BPA 406, BUS 475, CPMGT 305, FIN 486, GBM 489, GEN 200, HRM 498, MGT 420, MGT 465, MGT 470, MGT 488, MGT 498, MKT 498, OI 466, SUS 300

Course Descriptions for the BSB

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.

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 work processing, spreadsheet, database, and presentation software to accomplish business objectives. Other topics include uses of application software and the Internet for effective problem solving, exploration of relevant emerging technologies, and how information is used across different industries.

MGT 230 ..................................................................... 3 credits

Management Theory and Practice

This course explores the rich field of management in theory and practice, and as both a science and an art. Students learn to apply management concepts to current workplace issues. Other topics include increasing competitive forces, expectations for successful performance of employees and organizations, and achieving desired business goals.

MGT 311 ..................................................................... 3 credits

Organizational Development

This organizational behavior course encompasses the study of individual and group behavior in organizational settings. Students will learn to examine their role in an organization. Other topics include strategic elements of organizational behavior, workforce diversity, managing change, effective communication, and performance systems.

ACC 290 ..................................................................... 3 credits

Principles of Accounting I

This course covers the fundamentals of financial accounting as well as the identification, measurement, and reporting of the financial effects of economic events on an enterprise. Students will learn to examine financial information from the perspective of management. Other topics include decision-making, planning, and controlling from the perspective of a practicing manager.

ACC 291 ..................................................................... 3 credits

Principles of Accounting II

This course introduces accounting concepts in a business environment. Students learn to create and apply accounting documents in making better business decisions. Other topics include plant assets, liabilities, accounting for corporations, investments, statements of cash flows, financial statement analysis, time value of money, payroll accounting, and other significant liabilities.

ETH 316 ..................................................................... 3 credits

Ethics and Social Responsibility

This course provides a foundational perspective for ethics and social responsibility in relationship to individuals, organizations, and the community. Emphasis is placed on the inter-related nature of ethics, morality, legal responsibility, and social issues.

ECO 372 ..................................................................... 3 credits

Principles of Macroeconomics

This course provides students with the basic theories, concepts, terminology, and uses of macroeconomics. Students learn practical applications for macroeconomics in their personal and professional lives through assimilation of fundamental concepts and analysis of actual economic events.
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.
- 3 credits

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.
- 3 credits

BUS 475: 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.
- 3 credits

GEN 200: 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.
- 3 credits

MTH 220: 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.
- 3 credits

QNT 351: 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 problem framing, data collection, data analysis, and data presentation.
- 3 credits

RES 351: 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.
- 3 credits

MKT 421: 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.
- 3 credits

GEN 101: 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.
- 3 credits

COMM 215: 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.
- 3 credits
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 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. Intervened 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 the 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. Intervened 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSA 375</td>
<td>Fundamentals of Business Systems Development</td>
<td>3</td>
</tr>
<tr>
<td>EBUS 405</td>
<td>e-Business Technologies</td>
<td>3</td>
</tr>
<tr>
<td>ISCOM 472</td>
<td>Lean Enterprise</td>
<td>3</td>
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<tr>
<td>MKT 441</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MGT 437</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 419</td>
<td>Finance for Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>FIN 420</td>
<td>Strategic Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 444</td>
<td>Mergers, Acquisitions, and Corporate Restructuring</td>
<td>3</td>
</tr>
<tr>
<td>FIN 467</td>
<td>Real Estate Investment</td>
<td>3</td>
</tr>
</tbody>
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**BSA 375: 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: 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: 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: 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: 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.

**Course Descriptions for the Finance Concentration**

**FIN 419: Finance for Decision Making**
This course addresses advanced principles in financial management and decision making. Emphasis is placed on providing relevant theory, best practices, and skills to effectively manage risk, time value of money, working capital, capital structure, the regulatory environment, and evolving issues in financial management.

**FIN 420: 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 444: 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** ................................................................. 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.

**ISCOM 383** .......................................................... 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

**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.

**MGT 470** ............................................................... 3 credits

**Sustainable Enterprise Planning**
This course provides an integrative discussion on sustainable enterprise planning. Special emphasis is placed on applying environmental science, systems analysis, environmental economics, resource allocation, and the regulatory environment to developing a sustainable business plan for the future.

**MKT 411** ............................................................... 3 credits

**Green 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.

**BUS 327** ........................................................................................................ 3 credits

**The Sustainable Organization**
This course focuses on the business practices and tools that add economic, social, and ethical value to the business resources of a sustainable enterprise. Emphasis is placed on the general science of sustainability, consumptive calculations of manufacturing, and the impact of business decisions on the environment.

**BUS 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.

**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 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
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.

Course Descriptions for the Management Concentration

PHL 458 ................................................................. 3 credits
Creative Minds and Critical Thinking
In this course students will analyze the thinking process from a critical and creative perspective. The lives of prominent creative thinkers will be examined to identify the social, historical, psychological, and cultural elements that influenced their development. The salient aspects of creativity will be assessed along with the relationship between creativity and critical thinking. Students will apply critical thinking skills to contemporary creative and scientific thought.

MGT 498 ................................................................. 3 credits
Strategic Management
This course gives students the opportunity to integrate management concepts and practices to contemporary business strategies, while discussing the theories of strategic management. This course will focus on improving management decision-making and problem-solving skills. Students will create a strategic management plan.

HRM 300................................................................. 3 credits
Fundamentals of Human Resource Management
This course explores the critical role of human resources in achieving business results. The course will help students to have a solid understanding of the fundamentals of human resource management and its strategic relevance in business today. This course will provide students with a critical perspective on the development of human capital in the context of a unified system of attracting, retaining and developing talent that creates and supports the vision and values of the organization. Students will develop an understanding of the critical business implications for human resource professionals today.

HRM 326................................................................. 3 credits
Employee Development
This course explores the role and relevance of employee development in today’s business environment. This course will also provide students with a thorough understanding of the legalities impacting employee development, the strategic role that employee development plays in an organization, and the impact education has on employee motivation. The course will also explore methods of program design, development, and assessment.

LDR 300 ................................................................. 3 credits
Innovative Leadership
This course provides a foundation of understanding of leadership and its role in managing people and systems. This course will cover key leadership elements such as effective leadership behavior, power and influence, the differences between leadership and management, leading change, intrapreneurship, and how an innovative mindset impacts people and systems in a continually changing global and virtual environment.

MGT 360 ................................................................. 3 credits
Green and Sustainable Enterprise Management
This course provides an overview of sustainable management techniques from an economic, social, and corporate environmental responsibility perspective. Special emphasis is placed on production principles, innovative and sustainable practices, and the importance of managing the bottom line in business.
MGT 411 ....................................................................................... 3 credits

Innovative and Creative Business Thinking
This course provides students with the skills and knowledge necessary for using innovative and creative thinking strategies to improve managerial decision making and problem solving. Emphasis is placed upon learning critical skills to identify and facilitate innovative behavior and collaboration within the organization that will increase sustainable business growth and strengthen abilities to respond to organizational changes and challenges. Course lectures, reading and projects will span theory and practice and draw upon examples from multiple industry sectors.

MGT 426 ................................................................................... 3 credits

Managing Change in the Workplace
This course provides an overview of methods and techniques required of supervisory and management personnel responsible for managing change. As a result of the course, students will be able to identify and develop strategies for managing the following organizational aspects of change, including shifts in leadership, reorganizations, working conditions, technologically imposed change and workforce issues. In addition to developing strategies, students will gain expertise in applying communication strategies that effectively deal with change.

O I 361 ................................................................................... 3 credits

Innovation, Design, and Creativity for a Competitive Advantage
This course will provide students with a solid foundation in innovation, design, and creativity. Additionally, students will be prepared to apply relevant principles, tools, and techniques to promote and sustain organizational innovation for competitive advantage.

Course Descriptions for the Marketing Concentration

MKT 435 ................................................................................... 3 credits

Consumer Behavior
This is an introductory course in analyzing consumer and purchasing behaviors as basic considerations in the development of a marketing mix. Economic, social, psychological, and cultural factors are considered as they relate to the development of marketing programs.

MKT 498 ................................................................................... 3 credits

Integrated Marketing Strategies
This course provides students with an in-depth study of Integrated Marketing Communications (IMC). Emphasis will be placed on the strategic roles and integration of marketing communication elements including advertising, public relations, sales promotion, event management, media selection, and sales management.

COM 340 ................................................................................... 3 credits

Mass Communication
This course delves into the processes and technology of communication on societal and global levels accomplished through the print and electronic media. Content of communication studied ranges from journalism, entertainment, commerce, and advocacy to personal communication on the Internet. The dynamic changes that have taken place and are evolving today in mass media and mass communication will be considered along with predictions about the role of mass communication.

COM 400 ................................................................................... 3 credits

Media and Society
The development and evolution of contemporary society have become inextricably intertwined with the development and use of electronic media within the past 100 years. This course explores the complex interactions involving society, information, communication, and the electronic media. Controversial topics that media have brought to the fore, and in some cases caused, will be highlighted.

MKT 438 ................................................................................... 3 credits

Public Relations
This course provides an introduction to the field of public relations. Areas covered are media relations; promotion; tools used in developing public relations and publicity; and improving customer satisfaction; relationship-building strategies; and ethics and public relations.

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.
Financial Management of Non-Profit Organizations

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.

MKT 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**

**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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>OI 466</td>
<td>Organizational Innovation Integrated Project</td>
<td>3 credits</td>
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</table>

**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.

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT 356</td>
<td>Retail Personnel Management</td>
<td>3 credits</td>
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</tbody>
</table>

**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.

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MGT 371</td>
<td>Food and Beverage Management</td>
<td>3 credits</td>
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**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.

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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HM 486</td>
<td>Trends and Emerging Issues in Hospitality</td>
<td>3 credits</td>
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**Lodging 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.

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HM 322</td>
<td>Hospitality Management</td>
<td>3 credits</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ISCOM 354</td>
<td>Business Communications and Critical Thinking</td>
<td>3 credits</td>
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</table>

**BSM Program Category Requirements - A Track and B Track**

**Communications, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BCOM 275</td>
<td>Business Communications and Critical Thinking</td>
<td>3 credits</td>
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</tbody>
</table>

**Management, 3 total credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHL 458</td>
<td>Creative Minds and Critical Thinking</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
Additional Admission Requirements for the BSM

- 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 (124 for Kansas) credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 of the 120 (124 for Kansas) 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 (124 for Kansas) 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 educa-
tion 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 educa-
tion 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 students 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 educa-
tion 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,
  • ACE evaluated Military credits.
• The course used to satisfy a First-Year Sequence course must
be comparable in content and credits to the University
course it is replacing and must be an equivalent level or
higher level course.
• Concurrent enrollment is prohibited during any of the courses
in the First-Year Sequence.
• Students who list 24 or more previous college credits, as
recognized by the university on the admissions application, will
be enrolled in the A Track, must take BCOM 275 Business
Communications and Critical Thinking as the first course with
University of Phoenix and are not required to enroll in the First-
Year Sequence.
• Students who list 24 or more previous college credits, as
recognized by the University on the admissions application, and
who do not enroll in the First-Year Sequence, may not enroll in
any course from the First Year Sequence to satisfy programmatic
prerequisites, general education or elective requirements. (e.g.,
taking COM 172 instead of COMM 215)
• Students who previously completed GEN 101, GEN 200, or GEN
300 and choose to transition to the First-Year Sequence are not
required to take GEN 195.
• Students may not complete any of the First-Year Sequence
courses via Directed Study.
• Many courses in the Required Course of Study build on or
reinforce each other. To ensure that students have the requisite
skills for specific coursework certain program areas must be
satisfied before students can progress to others.
• All undergraduate students must satisfy math and English
prerequisites prior to enrolling in any course that requires math
or English as a prerequisite.

Residency Requirements and Course Waivers for the BSM
Students must meet the established University residency require-
ment for degree conferral. The University requires that the major-
ity of coursework, 30 credits from a combination of the Required
Course of Study, General Education, and Electives must be com-
pleted 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 previ-
ous 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 15 credit upper division BSM Business/Management Elective requirement may be satisfied by any of the following means:

- Upper division University of Phoenix Business/Management coursework.
- Upper division Business/Management transfer coursework that is acceptable for transfer and was completed within the past ten (10) years from current program enrollment agreement sign date with a grade of C- or better.
- Upper division Business/Management National Testing Program exams that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
- Upper division Business/Management military credits that are acceptable for transfer and were completed within the past ten (10) years from current program enrollment agreement sign date.
- Upper division Business/Management Prior Learning Assessment (PLA) credits awarded to activities completed within the past ten (10) years from current program enrollment agreement sign date.

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

- The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.
- The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved articulation agreement.
- 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**

**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
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.
COMM 215
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
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
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
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
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
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.
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.
HIS 145
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.
The Bachelor of Science in Management Concentration in Manufacturing Sector

The following Bachelor of Science in Management Concentration in Manufacturing Sector (BSM/MAN) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 BSM 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
BIS 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

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.

Degree Requirements for the BSM/MAN
- Completion of a minimum of 120 (124 for Kansas) credits that include the following distribution:
  - A minimum of 45 upper division credits.
  - A minimum of 54 of the 120 (124 for Kansas) 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

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.

Additional Liberal Arts Requirement(s) 6 credits
(B Track must include: GEN 195)

Interdisciplinary Requirement(s) 9 credits
(B Track must include: SCI 163)

Social Science Requirement(s) 9 credits
(B Track must include: PSY 211)

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

Science & Technology Requirement(s) 9 credits
(B Track must include: MTH 220)

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
(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: GEN 195)

Additional Liberal Arts Requirement(s) 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(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 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: MTH 220)

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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take BCOM 275 Business Communications and Critical Thinking as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements. (e.g., taking COM 172 instead of COMM 215)
- Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
- Students may not complete any of the First-Year Sequence courses via Directed Study.
- Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
- All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

**Residency Requirements and Course Waivers for the BSM/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 program, 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 \( \geq C \) (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credit, up to 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 \( \geq C \) (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 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, psycho-
logical, 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 sci-
entific 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.
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 sit-
uations. The course is designed to equip students with an under-
standing of commonly employed research methodologies that can
be utilized to improve productivity and increase customer satisfac-
tion.
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 communica-
tions.
BIS 320................................................................. 3 credits
Business Information Systems
This course provides instruction on the use of Business Informa-
tion Systems. Students apply Microsoft Office tools including work
processing, spreadsheet, database, and presentation software to
accomplish business objectives. Other topics include application
software and the Internet for effective problem solving, use of rele-
vant 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 plan-
ning, 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 manage-
ment concepts and practices to contemporary business strategies,
while discussing the theories of strategic management. This course
will focus on improving management decision-making and prob-
lem-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 inter-
pretive 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 inten-
tional learner to communication, collaboration, information utili-
zation, 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 pro-
cesses, 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 suc-
cessfully.
**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.

**College Mathematics II**

This course continues the demonstration and examination of various basic algebra concepts that began 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.

**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.

**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.

**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.

**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.
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.

Bachelor of Science in Accounting

The following Bachelor of Science in Accounting (BSACC) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

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)

Introductions to Computer Applications and Systems
(The prerequisite requirement only applies to B Track students)

Business Information Systems, 3 total credits

BIS 220 ~ ........................................................................................................ 3 credits

Management, 6 total credits

MGT 230 ~ ........................................................................................................ 3 credits

Accounting Principles I

MGT 311 ~ ........................................................................................................ 3 credits

Principles of Accounting I

Management Theory and Practice

Accounting Principles II

MGT 311 ~ ........................................................................................................ 3 credits

Organizational Development

Accounting Principles III

ACC 290 ~ ........................................................................................................ 3 credits

Principles of Accounting II

Accounting Ethics and Professional Regulations

ACC 291 ~ ........................................................................................................ 3 credits

Principles of Accounting II

Economics, 6 total credits

ECO 365 ~ ........................................................................................................ 3 credits

Entrepreneurial Finance

ECO 372 ~ ........................................................................................................ 3 credits

Principles of Microeconomics

Economics, 6 total credits

ECO 377 ~ ........................................................................................................ 3 credits

Principles of Macroeconomics

Economics, 6 total credits

MKT 421 ~ ........................................................................................................ 3 credits

Marketing

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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)

Introductions to Computer Applications and Systems
(The prerequisite requirement only applies to B Track students)

Business Information Systems, 3 total credits

BIS 220 ~ ........................................................................................................ 3 credits

Management, 6 total credits

MGT 230 ~ ........................................................................................................ 3 credits

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MGT 311 ~ ........................................................................................................ 3 credits

Principles of Accounting I

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Economics, 6 total credits

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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)

Introductions to Computer Applications and Systems
(The prerequisite requirement only applies to B Track students)

Business Information Systems, 3 total credits

BIS 220 ~ ........................................................................................................ 3 credits

Management, 6 total credits

MGT 230 ~ ........................................................................................................ 3 credits

Accounting Principles I

MGT 311 ~ ........................................................................................................ 3 credits

Principles of Accounting I

Management Theory and Practice

Accounting Principles II

MGT 311 ~ ........................................................................................................ 3 credits

Organizational Development

Accounting Principles III

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Accounting Ethics and Professional Regulations

ACC 291 ~ ........................................................................................................ 3 credits

Principles of Accounting II

Economics, 6 total credits

ECO 365 ~ ........................................................................................................ 3 credits

Entrepreneurial Finance

ECO 372 ~ ........................................................................................................ 3 credits

Principles of Microeconomics

Economics, 6 total credits

ECO 377 ~ ........................................................................................................ 3 credits

Principles of Macroeconomics

Economics, 6 total credits

MKT 421 ~ ........................................................................................................ 3 credits

Marketing
Students must choose one of the following courses:

**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 (124 for Kansas) credits that include the following distribution:
  - A minimum of 57 upper division credits.
  - A minimum of 48 of the 120 credits (a minimum of 52 of the 124 credits for Kansas) 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 (a minimum of 52 of the 124 credits for Kansas) 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
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.

Nevada students must complete three (3) credits in Nevada Constitution. Additional Liberal Arts Requirement 3 credits (B Track must include: HUM 114)

Must include at least 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(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 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 and credits to the University course it is replacing and must be an equivalent level or higher level course.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take 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.

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 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 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.

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.

ACC 340 ................................................................. 3 credits

Accounting Information Systems I

This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets, electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

ACC 349 ................................................................. 3 credits

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. Intertwined 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. Intertwined 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 456 ................................................................................... 3 credits
Individual/Estate Taxation
This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460 ................................................................................... 3 credits
Government and Non-Profit Accounting
This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

ACC 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.
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**

- BCOMM 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
Students must choose one of the following courses:

- **Accounting Research**, 3 total credits

- **Auditing**, 6 total credits

- **Government and Non-Profit Accounting**, 3 total credits

- **Tax**, 3 total credits

- **Intermediate Accounting**, 9 total credits

- **Finance**, 3 total credits

- **Cost Accounting**, 3 total credits

- **Accounting Information Systems**, 3 total credits

- **Strategy**, 3 total credits

- **Quantitative Studies**, 3 total credits

- **Marketing**, 3 total credits

- **Finance for Business**

- **Qualitative Analysis for Business**

- **Integrated Business Topics**

- **Accounting Information Systems I**

- **Cost Accounting**

- **Intermediate Accounting I**

- **Intermediate Accounting II**

- **Intermediate Accounting III**

- **Tax**

**Students must choose one of the following courses:**

- **APR 455**

- **Corporate Taxation**

- **Individual/Estate Taxation**

- **Government & Non-Profit Accounting**

- **Audit, 6 total credits**

- **Accounting Research, 3 total credits**

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
  - (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
  - (B Track must include: GEN 195)

- Interdisciplinary Requirement 15 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 and credits to the University course it is replacing and must be an equivalent level or higher level course.

• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.

• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).

• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.

• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.

• Students may not complete any of the First-Year Sequence courses via Directed Study.

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

• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the 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 250.

**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.

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 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 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.

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.

ACC 340 ................................................................. 3 credits
Accounting Information Systems I
This course is designed to provide accounting students with the proper mix of technical information and real-world applications. Areas of study include fundamental concepts and technologies, (what computers can do for business), the Internet, intranets electronic commerce, information systems development, basic project management principles, decision support systems, and the benefits of computer/human synergy.

ACC 349 ................................................................. 3 credits
Cost Accounting
This course introduces cost terminology and flows, standard cost systems, relevant costing, budgeting, inventory control, capital asset selection, responsibility accounting, and performance measurement.
ACC 421 ................................................................................... 3 credits
Intermediate Financial Accounting I
This course examines the conceptual framework of accounting, including cash versus accrual accounting, the income statement and balance sheet, the time value of money, revenue recognition, statement of cash flows and full disclosure issues.

ACC 422 ................................................................................... 3 credits
Intermediate Financial Accounting II
This course is the second of the three part series of courses related to intermediate accounting. This section examines the balance sheet in more detail, including intangible assets, current liabilities and contingencies, long-term liabilities, stockholder's equity, and earnings per share. The course finishes with a look at investments and revenue recognition. Intertwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 423 ................................................................................... 3 credits
Intermediate Financial Accounting III
This course examines owner’s equity, investments, income taxes, pensions and post-retirement benefits, as well as changes and error analysis. The course finishes with a look at derivative instruments. Intertwoven in the presentation of the material is an assortment of ethical dilemmas that encourage discussions about how the accountant should handle specific situations.

ACC 455 ................................................................................... 3 credits
Corporate Taxation
This course is a basic introduction to federal corporate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 456 ................................................................................... 3 credits
Individual/Estate Taxation
This course is a basic introduction to federal individual and estate taxation. The purpose is to familiarize the student with fundamental tax issues and provide the student with a general understanding of the history, laws, and policies of federal taxation.

ACC 460 ................................................................................... 3 credits
Government and Non-Profit Accounting
This course covers fund accounting, budget and control issues, revenue and expense recognition and issues of reporting for both government and non-profit entities.

ACC 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 is designed to provide core competencies for adult learners. They will also be introduced to 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.
THIS PAGE WAS LEFT BLANK INTENTIONALLY
The following Associate of Arts/Concentration in Information Technology (AAIT) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 concentration focuses on project management, the Systems Development Life Cycle (SDLC), networking, Internet concepts and design, programming fundamentals, as well as the Java programming language. Courses build upon the fundamentals of computer and networking design to give students a solid foundation to understand basic programming concepts. In addition to many different types of evaluations, students will participate in real-world scenario-based problems and develop functional software 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.

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
Intro to Web Design II
IT 251 ~ 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 or 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: 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 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.

251
**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 courses, 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 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 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.
- **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 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.
Cultural Diversity

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.

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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

Research Writing

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.
• 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 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 totals.

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 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/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 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 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 ~ Fundamental Programming Concepts ~ 3 credits
Management of Information Systems ~ 3 credits
Fundamentals of Programming with Algorithms & Logic ~ 3 credits
Intro to Web Design I ~ 3 credits
Intro to Web Design II ~ 3 credits
Java Programming ~ 3 credits
Introduction to C/C++ ~ 3 credits

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)
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 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.
• 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 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 AAIT/PRG**

**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.

**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®.

**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.

257
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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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 103 ................................................................................. 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 program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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

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.
- 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)

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 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 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.

ETH 125 ........................................................................... 3 credits

Cultural Diversity
This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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/ait-its.

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

Concentration 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.
- 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)
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 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. ETI 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 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

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 LiveLabs and Scenarios.

IT 284 ................................................................. 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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.

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**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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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/aa-it-db.d.

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

**Concentration in Information Technology/Database Development - Track A and B**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT 205~</td>
<td>Intro to Desktop Databases</td>
<td>3</td>
</tr>
<tr>
<td>IT 210~</td>
<td>Management of Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>IT 215~</td>
<td>Advanced Desktop Databases</td>
<td>3</td>
</tr>
<tr>
<td>IT 220~</td>
<td>Advanced Desktop Databases</td>
<td>3</td>
</tr>
<tr>
<td>IT 230~</td>
<td>Managing the Database Environment</td>
<td>3</td>
</tr>
<tr>
<td>IT 232~</td>
<td>Fundamentals of Programming with Algorithms &amp; Logic</td>
<td>3</td>
</tr>
<tr>
<td>IT 240~</td>
<td>Intro to Desktop Databases</td>
<td>3</td>
</tr>
<tr>
<td>IT 260~</td>
<td>Management of Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>IT 261~</td>
<td>Managing the Database Environment</td>
<td>3</td>
</tr>
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<td>IT 264~</td>
<td>Management of Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>IT 265~</td>
<td>Fundamentals of Programming with Algorithms &amp; Logic</td>
<td>3</td>
</tr>
</tbody>
</table>

**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)
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 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: Associate of Arts and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the AAIT/DBD

- 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 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

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, clear writing, credibility of sources, rhetorical devices, and counterarguments. Grammar exercises focus on 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.

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

The following Associate of Arts/Concentration in Information Technology (AAIT) program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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 concentration focuses on project management, the Systems Development Life Cycle (SDLC), networking, Internet concepts and design, programming fundamentals, as well as the Java programming language. Courses build upon the fundamentals of computer and networking design to give students a solid foundation to understand basic programming concepts. In addition to many different types of evaluations, students will participate in real-world scenario-based problems and develop functional software 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-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 ~ Fundamentals of Programming with Algorithms & Logic 3 credits
IT 236 ~ Intro to Web Design I 3 credits
IT 237 ~ Intro to Web Design II 3 credits
IT 240 ~ Introduction to LAN Technologies 3 credits
IT 242 ~ Introduction to WAN Technologies 3 credits

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.

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 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

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)

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 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 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

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.........................................................................................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 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 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 .............................................................. 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 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
Concentrations depend on student demand and other factors. Students in Minnesota and Arkansas only. The availability of programs and concentrations 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 University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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.

**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 is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>IT 205 ~ Management Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 210 ~ Fundamentals of Programming with Algorithms and Logic</td>
<td>3 credits</td>
</tr>
<tr>
<td>IT 240 ~ Intro to LAN Technologies</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

**IT 241 ~ Intro to W-LAN Technologies**

**IT 242 ~ Intro to WAN Technologies**

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**

<table>
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<th>Requirement</th>
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<tbody>
<tr>
<td>Communication Arts Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(A Track must include: COM 150 and COM 220)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: COM 155 and COM 156)</td>
<td></td>
</tr>
<tr>
<td>Mathematics Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
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<td>Must include: MAT 219 and MAT 220</td>
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</tr>
<tr>
<td>Science &amp; Technology Requirement</td>
<td>9 credits</td>
</tr>
<tr>
<td>(B Track must include: SCI 162)</td>
<td></td>
</tr>
<tr>
<td>Must include: BIO 100 and CHM 109</td>
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<td>The BIO 100 and CHM 109 requirements may also be satisfied with any science transfer coursework with a lab component.</td>
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<td>Social Science Requirement</td>
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</tr>
<tr>
<td>(A Track must include: ETH 125)</td>
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<tr>
<td>(B Track must include: PSY 201 and ETH 125)</td>
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<tr>
<td>Must include: HIS 135</td>
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<tr>
<td>HIS 135 requirement may also be satisfied with any transfer coursework with US History or Government content.</td>
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</tr>
<tr>
<td>Humanities Requirement</td>
<td>9 credits</td>
</tr>
<tr>
<td>(A Track must include: CRT 205)</td>
<td></td>
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<tr>
<td>(B Track must include: HUM 111)</td>
<td></td>
</tr>
<tr>
<td>Additional Liberal Arts Requirement</td>
<td>6 credits</td>
</tr>
<tr>
<td>(A Track must include: GEN 105)</td>
<td></td>
</tr>
<tr>
<td>(B Track must include: US 101 and FP 101)</td>
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<tr>
<td>Concentration</td>
<td>15 credits</td>
</tr>
<tr>
<td>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.</td>
<td></td>
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</table>

**General Education Requirements for the AAIT/N for Minnesota Students**

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</table>
(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 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
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 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)

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 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 minimum grade point average (GPA) of 2.0.

With the exception of GEN 105, US 101, FP 101, and HUM 111, HUM 111 will be required as the last course in the First-Year Sequence.

US 101 will be required as the first course in the first block of the First-Year Sequence.

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 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 completed with either 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 core and cannot count toward General Education total.

Residency Requirements for the AAIT/WD

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 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 ................................................................. 3 credits
**Intro to Web Design I**
Intro to Web Design I combines the study of foundational Web design principles with the practice of Web page construction to create business and e-business Web sites. Students conceptualize, design, and refine a Web site while satisfying class assignment and final project requirements. Students explore best practices for creating quality Web page layouts, navigation, appearance, functionality, and multimedia. Used to create basic designs are Adobe® Photoshop® Elements, and the Macromedia® Studio MX 2004 software package which includes Macromedia® Dreamweaver® and Macromedia® Flash®.

IT 237 ................................................................. 3 credits
**Intro to Web Design II**
This course focuses on the creation of robust, well-formatted, esthetically pleasing, text-based Web pages. Students create Web pages using Hypertext Markup Language (HTML), and discussion centers on how to publish completed pages and advertise those pages on the Web.

IT 238 ................................................................. 3 credits
**Web Development**
This course builds upon a foundational understanding of Web design and examines professional Web development technologies. Topics include dynamic hypertext markup language (DHMTL), interactive technologies, advanced use of presentational technologies and Web 2.0. Emphasis is placed upon the appropriate use of Web programming tools and professional development standards.

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 effects 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.

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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.  
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 is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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/ait-its.  

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

Concentration 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  
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)  
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 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
(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 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
- 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.

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

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
COM 220 .................................................................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.

IT 206........................................................................................ 3 credits
PowerPoint, Outlook and Access. This course is based on the applications. The student will learn the product features of Word, Excel, applications, PowerPoint, Outlook and Access. This course is based on the requirements of the Microsoft Office Specialist certification.
IT 280........................................................................................ 3 credits
Enterprise Computer Support
This course will provide hands-on training in personal computer (PC) hardware architecture, computer support fundamentals, 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 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.

CMS 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.
IT 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 219 .................................................................................. 3 credits
Introduction to Life Science with Lab
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.
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.
This course is designed to educate students about issues of race and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.

**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/Concentration in Information Technology/Database Development Concentration**

The following Associate of Arts/Concentration in Information Technology/Database Development Concentration (AAIT/DBD) degree program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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/ait-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
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)
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 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 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.

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 will examine the basic principles of chemistry concepts. 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
The following Associate of Arts/Concentration in Information Technology/Programming program is approved to be offered at these University of Phoenix campus locations: Online students residing in Minnesota and Arkansas only. The availability of programs and concentrations depend on student demand and other factors. 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/aait-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
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 in 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.

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.

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: 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 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
  - (A 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

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

**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, 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 and ethnicity by presenting historical and modern perspectives on diversity in the United States, and by providing tools necessary to promote a respectful and inclusive society. Students will complete several activities that allow them to examine their own values in relation to the values of various other racial and ethnic communities.
The Bachelor of Science in Information Technology (BSIT) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Students may want to consider completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

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

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

### A Track Required Introductory Course
- **GEN 200** Fundamentals of General Education and Professional Success
- **GEN 195** Foundations of University Studies

### B Track Required Introductory Course
- **CIS 207** Information Systems Fundamentals
- **PRG 211** Algorithms and Logic for Computer Programming
- **WEB 240** Web Design Fundamentals
- **POS 355** Introduction to Operating Systems

### BSIT Required Course of Study - A Track and B Track

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>GEN 105</td>
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<td>NTC 405</td>
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<td>Network Integration Project</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/bsit-bsa.
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 Modeling
IM 305 ~ ................................................................. 3 credits
SQL for Business
POS 410 ~ ................................................................. 3 credits
Special Purpose Databases
DBM 384 ~ ............................................................... 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

Concentration in Software Engineering

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

PRG 421 ~ ................................................................. 3 credits
Java Programming II
BSA 385 ~ ................................................................. 3 credits
Intro to Software Engineering
CSS 422 ~ ................................................................. 3 credits
Software Architecture

Concentration in Web Development

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

VCT 300 ~ ................................................................. 3 credits
Image Editing
WEB 401 ~ ................................................................. 3 credits
Web Development
WEB 407 ~ ................................................................. 3 credits
Advanced Web Development
WEB 434 ~ ............................................................... 3 credits
Website Commercialization I
WEB 435 ~ ............................................................... 3 credits
Website Commercialization II

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 (124 for Kansas) credits that include the following distribution:
  • A minimum of 42 upper division credits.
  • A minimum of 54 credits of the 120 (124 for Kansas) 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 (124 for Kansas) 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 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.

Interdisciplinary Requirement 18 credits
(B Track must include: FP 120)

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)
(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 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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
• Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
• Students who list 24 or more previous college credits, as recognized by the university on the admissions application, must take GEN 200 Foundations for General Education and Professional Success as the first course with University of Phoenix and are not required to enroll in the First-Year Sequence (A Track).
• Students who list 24 or more previous college credits, as recognized by the University on the admissions application, and who do not enroll in the First-Year Sequence, may not enroll in any course from the First Year Sequence to satisfy programmatic prerequisites, general education or elective requirements.
• Students who previously completed GEN 101, GEN 200, or GEN 300 and choose to transition to the First-Year Sequence are not required to take GEN 195.
• Students may not complete any of the First-Year Sequence courses via Directed Study.
• Many courses in the Required Course of Study build on or reinforce each other. To ensure that students have the requisite skills for specific coursework certain program areas must be satisfied before students can progress to others.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite.

Residency Requirements and Course Waivers for the BSIT

Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix. Students in this program may waive a maximum of 30 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years (ten years for MTH 221) of application to the University with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Through an approved articulation agreement, students who have successfully completed equivalent courses may waive, without credits, up to thirty (30) credits of the required course of study. Students must substitute other upper division coursework to satisfy the upper division credit requirement of their degree program. This policy also applies to upper division courses which are used to fulfill Associate of Arts degree requirements. In order to be granted a waiver, without credit, for a course in the required course of study, a student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or nationally accredited institution with which the University of Phoenix has an approved articulation agreement.

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

The following courses in the Required Course of Study may not be waived: GEN 200
Students may waive, with or without credit, courses in the Required Course of Study, but must substitute with any upper division coursework to satisfy the required course of study (national testing program credit, prior learning credit, and military credit, or General Education coursework, may not be used to replace coursework waived, with or without credit).

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 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB 240</td>
<td>Web Design Fundamentals</td>
<td>3</td>
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<tr>
<td>CMGT 400</td>
<td>Database Concepts</td>
<td></td>
</tr>
<tr>
<td>POS 355</td>
<td>Project Planning and Implementation</td>
<td>3</td>
</tr>
<tr>
<td>BSA 310</td>
<td>Business Systems</td>
<td>3</td>
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<tr>
<td>BSA 375</td>
<td>Business Systems</td>
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<tr>
<td>CMGT 445</td>
<td>Fundamentals of Business Systems Develo</td>
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<tr>
<td>MTH 220</td>
<td>Discrete Math for Information Technology</td>
<td>3</td>
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<tr>
<td>WEB 240</td>
<td>Application Implementation</td>
<td>3</td>
</tr>
<tr>
<td>NTC 362</td>
<td>Fundamentals of Networking</td>
<td>3</td>
</tr>
<tr>
<td>MTH 221</td>
<td>Discrete Math for Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>PRG 420</td>
<td>Java Programming I</td>
<td>3</td>
</tr>
<tr>
<td>MTH 220</td>
<td>Essentials of College Writing</td>
<td>3</td>
</tr>
<tr>
<td>MTH 221</td>
<td>College Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

**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 presentation technologies to create web sites without the aid of a software authoring application. Topics include XHTML, CSS, JavaScript, server hosting, site publishing, site maintenance, and Search Engine Optimization.

**Project Planning and Implementation**

This course provides the foundation for understanding the broad concepts of successful planning, organization, and implementation within a technical environment. The course uses real-world examples and identifies common mistakes and pitfalls in project management. Topics covered include project scoping, estimating, scheduling, budgeting, tracking, and controlling.

**Fundamentals of Business Systems Development**

This course introduces the logical 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.

**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 algorithms. This course is intended to provide students with an understanding of these areas and their use in the field of Information Technology.

**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.

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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.

**Discrete Math for Information Technology**

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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.

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 Objectives 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 they will 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.

Course Descriptions for the Concentration in Advanced Networking
NTC 405................................................................................ 3 credits
Telecommunications and Networking I
NTC 405 is designed to provide the learner with the fundamentals of DC and AC circuits, analog circuits and concepts such as amplifiers, filters, and modulation/demodulation concepts and applications. The basics of digital circuits and digital logic concepts and circuits are analyzed. Complex digital equipment such as multiplexers are introduced. The course is completed with an analysis and application of various network topologies and network operating systems.

NTC 409................................................................................ 3 credits
Telecommunications and Networking II
NTC 409 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 406................................................................................ 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 be examined as 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 in BSA 375, Fundamentals of Business Systems Development. It completes an examination of methodologies, tools, and standards used in business systems development. An emphasis is placed upon when and how to most effectively use available methodologies and tools for systems development.
BSA 411 .................................................................................... 3 credits

**Systems Analysis Methodologies**
This course provides the student with an understanding of several methodologies available to identify business problems and the possible information system solutions for addressing problems. BSA 412 .................................................................................... 3 credits

**Systems Analysis Tools**
This course builds upon the methodologies examined in Systems Analysis Methodologies by providing an emphasis on analysis tools – computer and non-computer supported. Emphasis is placed on when and how Microsoft Visio may be used for analysis. CMGT 411 .................................................................................... 3 credits

**Project Planning Management**
This course examines project planning management according to the best practices of professional standards. The eight components of a project management plan will be analyzed and synthesized according to the Project Management Body of Knowledge (PMBOK). Students will demonstrate the ability to integrate the knowledge accumulated throughout the course by composing a comprehensive project management plan. This plan will prepare the student to manage the execution and controlling process groups of a project. CMGT 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 insourcing 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 Concentration 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), which is a common language that allows the query and manipulation of data in relational databases. The course uses SQL.

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 .................................................................................... 3 credits

**Enterprise Database Management Systems**
This course covers distributed computing, middleware and industry standards as relating to the enterprise data repository. Data warehousing, data mining, and data marts are covered from an enterprise perspective.

**Course Descriptions for the Concentration in Information Systems Security**

**Introduction to UNIX**
This course is a survey of the UNIX. Topics emphasize operations of the UNIX system that enable a user to make efficient use of files, file systems, and processes.

POS 420 .................................................................................... 3 credits

**Windows Server Networking**
This course is a survey of Windows Server Administration. Topics emphasize the structure and the various applications supported by Windows Server. The course includes remote, hands-on access to Windows lab exercises.

CMGT 441 .................................................................................... 3 credits

**Introduction to Information Systems Security Management**
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 .................................................................................... 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.

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.

**Course Descriptions for the Concentration in Multimedia & Visual Communication**

**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.
**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 data 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 solid background in information systems analysis and design techniques through a combination of theory and application. Software Engineering and Systems Development Life Cycle are fundamental to the course.
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 within the .NET environment. It develops the skills and knowledge necessary to produce beginning event-driven programs with graphical user interfaces (GUI). Topics include standard Windows compatible forms, controls, and procedures. The course uses Visual Basic.NET.
POS 409 ............................................................................................ 3 credits
**.NET II**
This course continues the subject of Object-Oriented Programming with the .NET environment. It extends the study of Visual Basic programming. Topics include designing complex applications and the use of data files. ActiveX is also introduced. The course uses Visual Basic.NET.
**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.
The following Associate of Arts in Information Technology/Cisco Networking (AAIT/CCNA) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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.

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

### Preferred Sequence and Requirements - A Track and B Track

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CIS 207 ~ Information Systems Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CMGT 245 ~ IS Security Concepts</td>
<td>3</td>
</tr>
<tr>
<td>CIT 249 ~ Local Area Networking Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>CIT 249A ~ Wide Area Network Environment</td>
<td>3</td>
</tr>
<tr>
<td>CIT 274 ~ Routing and Switching Implementations</td>
<td>3</td>
</tr>
<tr>
<td>CIT 276 ~ Routing and Switching Management</td>
<td>3</td>
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</tbody>
</table>

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

### Additional Admission Requirements for the AAIT/CCNA

- 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.
- 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.

### 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)
  - (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)

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 and credits to the University course it is replacing and must be an equivalent level or higher level course.
- Concurrent enrollment is prohibited during any of the courses in the First-Year Sequence.
- Students who list 24 or more previous college credits, as recognized by the university on the admissions application, will be enrolled in the A Track, must take 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 program for accreditation, college or university.
- The course must have been completed within the past five years from current program enrollment agreement through date of grade of “C” (2.0) or better.
- The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course.

Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

**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 249 .................................................................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.
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).

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.

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. 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.

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.
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 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.
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
- LPN to BSN (LVN to BSN in California)
- RN to BSN

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

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

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

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

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

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

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

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

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

Omicron Delta has close to 3,200 active members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicron-delta.net.
Bachelor of Science in Nursing

The following Bachelor of Science in Nursing (BSN) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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, professional 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.

- HCS 301 ~ ............................................................................... 2 credits
- Undergraduate Nursing Studies
- NUR 391 ~ ............................................................................... 3 credits
- Professional Nursing Practice
- HCS 350 ~ ............................................................................... 3 credits
- Health Care Communication
- NUR 403 ~ ............................................................................... 3 credits
- Theories and Models of Nursing Practice
- NUR 427 ~ ............................................................................... 3 credits
- Health and Chronic Disease Management
- NUR 440 ~ ............................................................................... 3 credits
- Health Assessment and Promotion for Vulnerable Population
- HCS 438 ~ ............................................................................... 3 credits
- Statistical Applications
- NUR 443 ~ ............................................................................... 3 credits
- Evidence-Based Nursing Research and Practice
- NUR 405 ~ ............................................................................... 4 credits
- Health Communities: Theory and Practice (50 Clinical hours)
- NUR 408 ~ ............................................................................... 4 credits
- Epidemiology: Global and Public Health (50 Clinical hours)
- HCS 478 ~ ............................................................................... 3 credits
- Health Law and Ethics
- 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. All grades of “F” or grades not meeting minimum specific course grade requirements must be repeated.

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. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:
  - Guam
  - American Samoa
  - Northern Mariana Islands
  - US Virgin Islands

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

- Completion of a nursing diploma, associates degree in nursing, or foreign equivalent, California 30 Credit Option or California BSN approved option program.
• 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.

Degree Requirements for the BSN
• Completion of a minimum of 120 (124 for Kansas) credits that include the following:
  - A minimum of 47 upper division credits.
  - A maximum of 73 (77 for Kansas) lower division credits
  - A minimum program grade point average (GPA) of 2.0.
• All students must complete the minimum number of credits required by their degree program.

University of Phoenix offers assessment of prior learning as an option by which students can earn assessed credits toward degree completion requirements. Registered nurses, enrolled in the BSN program, whose nursing education was completed at a non-US institution, or a non-accredited institution, may be evaluated for transferable non-nursing credits for degree completion.

Academic Progression Requirements for the BSN
• All students enrolling in the BSN program will take HCS 301 as their first course.
• Students may take courses required for the Bachelor of Science in Nursing degree in any sequence as long as the prerequisite(s) for each course has been satisfactorily completed.
• Students whose RN license becomes restricted, encumbered or revoked while enrolled in the program, may not enroll in any further courses.
• All undergraduate students must satisfy math and English prerequisites prior to enrolling in any course that requires math or English as a prerequisite. Math and English prerequisites may be found in the Undergraduate Programs section of this catalog.
• A clinical course may not be taken concurrently with any other course.

Minimum Grade Requirements for the BSN
Students in the Bachelor of Science in Nursing are required to achieve a minimum grade of “C” (2.0) in specific nursing and clinical courses. Students who fail to receive a minimum grade of “C” in any of the specified courses will be scholastically disqualified from the University. (“C-” is not acceptable). These courses include: NUR 391, NUR 403, NUR 405, NUR 408, NUR 420, NUR 440, NUR 443, NUR 492

Students who have been scholastically disqualified will not be allowed to continue in their degree program until they have retaken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.

Re-Admission is granted when the student satisfactorily fulfills the outlined requirements to remove the scholastic disqualification. Students may repeat a clinical course only once. If the student does not receive a “C” or better on the second attempt, the student will be permanently withdrawn from the Bachelor of Science in Nursing program.

Residency Requirements and Course Waivers for the BSN
Students must meet the established University residency requirement for degree conferral. The University requires that the majority of coursework, 29 credits from a combination of the Required Course of Study, General Education, and Electives must be completed at University of Phoenix.

Students in this program may waive a maximum of 12 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “C” (2.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

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

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

General Education Requirements for the BSN
A minimum of 54 of the 120 credits (124 for Kansas) 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.)

Or
(Oregon campus students must use writing courses to complete the 6 credits of Communication Arts)

Mathematics, 6 credits
Natural/Physical Sciences, 12 credits
Humanities, 6 credits
Social Science, 6 credits
Students

General Education Requirements for the BSN 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
Natural/Physical Sciences, 12 credits
(Must include NSCI 280 and NSCI 281)
Humanities, 9 credits
Social Science, 9 credits
(Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content)
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.

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

Course Descriptions for the BSN

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<td>Theories and Models of Nursing Practice</td>
<td>3 credits</td>
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<tr>
<td>HCS 438</td>
<td>Epidemiology: Global and Public Health</td>
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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 BSN

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

Communication Arts, 6 credits
Mathematics, 6 credits
Must include MTH 220
Natural/Physical Sciences, 12 credits
(Must include NSCI 280 and NSCI 281)
Humanities, 9 credits
Social Science, 9 credits
(Must include HIS 145 or POL 215 or equivalent transfer coursework with US History or Government content)
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.

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Course Descriptions for the BSN

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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 | Professional Nursing Practice | 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 | Theories and Models of Nursing Practice | 3 credits |

HCS 438 | Epidemiology: Global and Public Health | 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 | Health and Chronic Disease Management | 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 | Health Assessment and Promotion for Vulnerable Population | 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 | Evidence-Based Nursing Research and Practice | 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 | Health Communities: Theory and Practice | 4 credits |

Health Communities: Theory and Practice

This course will examine the role of nursing in community health and create conditions that promote healthy living. Theories of community health and nursing practice will be explored though concepts of health promotion, tertiary, primary, and preventative care of individuals, families, and communities. Students will complete 50 clinical hours.

NUR 408 | Epidemiology: Global and Public Health | 4 credits |
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HCS 478</td>
<td>Health Law and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>HCS 482</td>
<td>Health Care Informatics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 492</td>
<td>Senior Practicum: Leadership and Management</td>
<td>4</td>
</tr>
<tr>
<td>MTH 220</td>
<td>College Algebra</td>
<td>3</td>
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<tr>
<td>NSCI 280</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>NSCI 281</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
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</tbody>
</table>

**Health and Chronic Disease Management**

This course is designed to examine 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.

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>HIS 145</td>
<td>The American Experience Since 1945</td>
<td>3</td>
</tr>
<tr>
<td>POL 215</td>
<td>State and Local Political Processes</td>
<td>3</td>
</tr>
</tbody>
</table>

**Bachelor of Science in Nursing/International**

The following Bachelor of Science in Nursing/International (BSN/I) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HCS 301</td>
<td>Undergraduate Nursing Studies</td>
<td>2</td>
</tr>
<tr>
<td>NUR 391</td>
<td>Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 403</td>
<td>Health Care Communication</td>
<td>3</td>
</tr>
<tr>
<td>NUR 427</td>
<td>Theories and Models of Nursing Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**Health and Chronic Disease Management**

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.
NUR 440 ~ ............................................................................... 3 credits
Health Assessment and Promotion for Vulnerable Population
HCS 438 ~ ................................................................................ 3 credits
Statistical Applications
NUR 443 ~ ............................................................................... 3 credits
Evidence-Based Nursing Research and Practice
NUR 405 ~ ............................................................................... 4 credits
Health Communities: Theory and Practice (50 Clinical hours)
NUR 408 ~ ............................................................................... 4 credits
Epidemiology: Global and Public Health (50 Clinical hours)
HCS 478 ~ ................................................................................ 3 credits
Health Law and Ethics
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 from the United States.

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.

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

- Completion of a nursing diploma, associates degree in nursing, or foreign equivalent program.
- Current employment is not a requirement for admission.
- 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 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 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 become 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 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.

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.

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 exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
- Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED administered in English.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.
- Applicants who reside in the United States must meet one of the following requirements:
  - Have a valid visa that does not prohibit educational studies
  - Have been granted temporary protected status and has been verified through Citizenship and Immigration Service that the country is eligible for TPS status at the time of application sign date. Student must list TPS as the visa type on the admissions application in order for US to verify TPS status.
  - Have been granted asylum along with copy of passport and I-94 bearing the stamp indicating the issue and expiration dates of the Asylee status.
- Applicants who reside in Canada must meet one of the following requirements:
  - Be a legal resident of Canada
  - Be a landed immigrant
  - Have a valid visa that does not prohibit educational studies
  - A signed Enrollment/Disclosure Agreement.
- Students, who list less than 24 previous college credits as recognized by the University on the admissions application, are required to successfully complete a University Orientation Workshop (UNIV 100 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.

- 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 explain 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.

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 graduated from a public or nonpublic high school and was not exempt from the measles, rubella and varicella requirements before he/she may begin attending classes at a University of Phoenix local campus location.

• 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 varicella (chicken pox) vaccine only.

• The student was born before January 1, 1957 (applicable to the varicella (chicken pox) 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 laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.

• The student has a statement that immunization is contrary to his/her religious beliefs.

• 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 a statement certifying that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.

• 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 was born in the United States before January 1, 1957 (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 laboratory confirmation of immunity to the disease(s) as indicated on the immunization form.

• The student has a statement that immunization is contrary to his/her religious beliefs.

• The student has a statement certifying that he/she has had a confirmed case of one or more of the diseases as indicated on the immunization form.

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.
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 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 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 part 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.
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 125 ..................................................................................... 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

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.

GLG 101 ................................................................................... 4 credits

Survey of Computer Information Systems

This course presents an overview of the various technologies imbedded in every aspect of society. Students gain a basic understanding of how a computer functions as a single unit, in a network, and as a connection to the Internet. Other topics include security issues and the use of productivity software, such as word processing, spreadsheets, and presentation applications. The course also addresses social and ethical issues related to using computers.

CIS 105 ..................................................................................... 3 credits

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.

BIO 100 ..................................................................................... 4 credits

World Culture and the Arts

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.

ART 101 .................................................................................... 3 credits

HUM 205 ..................................................................................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.

GEN 105....................................................................................3 credits
Bachelor of Science in Education/Elementary (Online)

The following Bachelor of Science in Education/Elementary (BSEd/E) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 and Ethical Issues in Education

Educational Theories and Models, 6 total credits

EDU 310 ~ ................................................................. 3 credits
Models and Theories of Instruction

EDU 320 ................................................................. 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 410 ~ ........................................................................... 3 credits
Elementary Methods - Reading/Language Arts

RDG 415 ~ ........................................................................... 3 credits
Diagnosis and Remediation of Reading Difficulties

Special Populations, 9 total credits

SEI 300 ........................................................................... 3 credits
Structured English Immersion

SEI 301 ~ ........................................................................... 3 credits
Advanced Structured English Immersion Methods

SPE 300 ................................................................. 3 credits
Orientation to the Exceptional Child

Elementary Methods, 15 total credits

EED 415 ~ ........................................................................... 3 credits
Elementary Methods - Mathematics

EED 420 ~ ........................................................................... 3 credits
Elementary Methods - Science

EED 425 ~ ........................................................................... 3 credits
Elementary Methods - Health/PE

EED 430 ~ ........................................................................... 3 credits
Elementary Methods - Social Studies

EED 435 ~ ........................................................................... 3 credits
Elementary Methods - Fine Arts

Student Teaching, 9 total credits

EDU 390 ~ ........................................................................... 1 credit
Elementary Education Seminar

EED 490 ~ ........................................................................... 4 credits
Elementary Student Teaching, Seminar I

EED 495 ~ ........................................................................... 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

- 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 must be currently employed or have access to a work environment.
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 BSED/E New Student Check List

**Candidacy Status**
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

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

**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 credits of the 120 credits must be in the general education areas approved by the University.
  - A minimum program grade point average (GPA) of 2.5.
  - 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.
  - BSED/E graduates are not eligible for admission to the MAED/TED-E or MAED/TED-S programs.
  - The diploma awarded for this program will read as follows: Bachelor of Science in Education Elementary Education

**Academic Progression Requirements for the BSED/E**
Candidates must provide verification of content knowledge mastery prior to beginning student teaching. Candidates must provide:

- Verification of content knowledge mastery prior to student teaching (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

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

- All students must complete GEN 200 as their first course at the University.
- Students must complete all General Education requirements prior to completion of EDU 390.

**Minimum Grade Requirements for the BSED/E**
- A candidate must earn a grade of "B" (grades of "I" and "B-") are not accepted) or better in the following courses: EDU 390, EED 490, EED 495
- Candidates must earn a "B" or better in Elementary Student Teaching I & II in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

**Residency Requirements and Course Waivers for the BSED/E**
- Students must meet 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 accredited transferable coursework.
- National testing program credit, prior learning credit, and military credit may not be used to waive coursework in 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 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, the student must have completed a previous course which meets the following criteria:
  • The course must have been completed and transcripted from a regionally accredited institution in which the University has entered into an approved articulation agreement.
  • The course must have been completed with a grade of “C” (2.0) or better during the effective dates of the approved Articulation Agreement.
  • The course must be comparable in content and credits to the University course it is replacing.
• 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: GEN 200, EDU 300, EDU 310, EDU 390, EED 415, EED 490, EED 495, 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
  • Arizona Full SEI Endorsement
  • 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
All students must complete a minimum of 54 general education credits in the following areas as a part of their minimum 120 credit degree requirement.
English/Language Arts Requirement(s) 12 credits
Humanities Requirement(s) 3 credits
Fine Arts Requirement(s) 3 credits
(Art, music, drama or dance)
Mathematics Requirement(s) 12 credits
(6 credits must include MTH 213 and MTH 214)
Physical/Biological Science Requirement(s) 6 credits
Social Studies Requirement(s) 9 credits
(3 credits must include SOC 315 and 3 credits must include HIS 301 or HIS 110)
Additional Liberal Arts Requirement(s) 9 credits
Professional Development Requirement(s) 3 credits
(GEN 200)
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.
• Student teaching must occur in a K-8 self-contained classroom setting under the supervision of a certified teacher. This applies to self-contained settings only, not departmentalized settings.
• Candidates wishing to do their student teaching in a single subject in grades 6 - 8 must provide the following prior to Student Teaching I:
  • Transcripts documenting of a minimum of 24 semester credits in their content area.
  • Passing scores on the state mandated content exam.
• Candidates must earn a "B" or better in Elementary Education Seminar. If a candidate receives less than a “B” (B- or lower, or an incomplete grade), they must repeat the course.
• Student teachers who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.
• Candidates must be enrolled in Student Teaching Seminar I and II during their student teaching experience. If a candidate chooses to postpone student teaching they must postpone their enrollment in these seminars.
• Student teaching can only be repeated one time.

• Unapproved self-terminations of student teaching will result in the candidate receiving a failing grade for the student teaching experience and the associated student teaching seminar. This experience counts as one of their two student teaching attempts.

• Candidates that do not successfully complete the second student teaching program will be removed from the program and are not eligible for re-entry.

• Candidates must student teach in a self-contained elementary setting. Candidates may not student teach in special education.

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

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

Candidats 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.

• Arizona or Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.

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 and Ethical Issues in Education
This course provides students with the opportunity to examine and apply legal and ethical issues within the context of an educational setting. Legal issues and their consequent impact on educators are discussed, analyzed, and applied to current educational practices. Emphasis is placed on the ways ethical and legal issues facing teachers affect student learning, and the critical thinking, decision-making, professional and personal conduct of teachers.

EDU 310 .................................................................................. 3 credits
Models and Theories of Instruction
This course focuses on the theoretical models that underlie teaching and learning for all learners. Effective teaching strategies that promote student learning will be examined. Various lesson plan designs will be explored, and students will create an original lesson plan.

EDU 320 .................................................................................. 3 credits
Classroom Management
This course examines the strategies used in managing a positive elementary classroom. Topics include management models, motivation, disruptive students, classroom expectations and procedures, communication, and record keeping. Managing materials and technology will also be addressed. Students will develop an individual classroom management plan.

EDU 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.
Orientation to the Exceptional Learner

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

EED 415 ..................................................................................... 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 420 ..................................................................................... 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 .............................................................................. 3 credits
**Elementary Education Seminar**
This course focuses on the professional aspects of teaching. Students are introduced to the Teacher Work Sample that will be created during student teaching. Students will engage in self-evaluation to develop their own professional growth plans for inclusion in their portfolios. The character qualifications for becoming a teacher will be assessed through a personal interview, using letters of character reference, and a written reflective paper on the desire and reasons for joining the profession.

EED 490 .............................................................................. 3 credits
**Elementary Student Teaching, Seminar I**
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

EED 495 .............................................................................. 3 credits
**Elementary Student Teaching, Seminar II**
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

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
**Mathematics for Elementary School Educators II**
This is the second course in a two-part series designed for K-8 pre-service teachers to address the conceptual framework for mathematics taught in elementary school. The focus of part two will be on measurement, geometry, probability and data analysis.

SOC 315 .............................................................................. 3 credits
**Cultural Diversity**
This course focuses on the issues, challenges, and opportunities presented by U.S. population diversity. Workplace issues related to employee diversity in terms of gender, race or ethnicity, socioeconomic class, and cultural background are emphasized.

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.

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.

**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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Admission Procedures

Application Process
Working adults seeking admission to the University’s graduate programs in business, management, information systems, nursing, counseling, or education begin the admission process by submitting a complete and accurate application. An application which is later verified to contain incomplete, false or misleading information may be grounds for dismissal and administrative withdrawal. Once the application has been received by the University, applicants are responsible for ensuring the completion of their admission file. No applicant will be formally accepted for admission until their admission file is complete and officially evaluated. Formal written notice is provided by the central Office of Admissions & Evaluation upon formal acceptance.

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

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

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

Foreign Academic Records
Students applying to the University with foreign academic records or credentials may have additional requirements that must be met in order to enroll in courses or gain admission due to the differences in educational systems and document requirements.

All academic records from Afghanistan, Somalia or Turkmenistan must be evaluated by an external evaluation service approved by the University of Phoenix.

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

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

Graduate Admission Requirements

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

- Applicants who completed high school/secondary school outside of the United States, in a country where English is not the official language, must meet one of the following exceptions in order to meet the English Language Proficiency Requirement:
  - Achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  -or-
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  -or-
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  -or-
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
- 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 the equivalent of thirty (30) transferable, academic semester credits at a recognized institution where English is the official language.
  - The applicant has successfully completed thirty (30) transferable, academic semester credits at a 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 college or university in a country where English is the official language.
  - 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 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 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.

**Estimated Program Length**

To determine the number of months it takes to complete the program as designed, add all the credit hours in a given program, divide the result by 24 credit hours and then multiply the result by the number of months in the academic year for the degree (Associates = 9 months in an academic year, Bachelors = 10 months in an academic year, Masters/Doctoral = 12 months in an academic year, Undergraduate Certificate = 10 months in an academic year and Graduate Certificate = 12 months in an academic year). Example: Associate program is 60 credits. Divide 60 credit hours by 24 credit hours (60/24 = 2.5). Then multiply the result by the number of months in the academic year for the degree (2.5 x 9 months = 22.5 months).
The Colleges of Arts and Sciences offer a variety of graduate degree programs in 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 Business in Psychology (MS/P) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 College of Social Sciences offers undergraduate and graduate degree programs in psychology, counseling, and human services. 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 Business in Psychology (MS/P) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 Psychology program focuses on the general rather than clinical psychological study of individuals, including their behaviors, thought processes, and emotions. The courses in this program do not have a clinical emphasis and do not lead to professional licensure. The program will provide supervisors and managers in business, marketing, human resources, government services or education with an understanding of the cognitive and affective processes that underlie the individual human experience and behavior; research methodologies by which this knowledge is acquired; critical thinking and problem solving necessary to evaluate behavior; and the application of theoretical principles to inter-and intra-personal issues.

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

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

MS/P Required Course of Study

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 505</td>
<td>3 credits</td>
</tr>
<tr>
<td>Communication Skills for Graduate Study</td>
<td></td>
</tr>
<tr>
<td>PSYCH 500 ~ .................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Lifespan Development</td>
<td></td>
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<tr>
<td>PSYCH 504 ~ .................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Personality Theories</td>
<td></td>
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<tr>
<td>PSYCH 515 ~ .................................</td>
<td>3 credits</td>
</tr>
<tr>
<td>Advanced Abnormal Psychology</td>
<td></td>
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<tr>
<td>PSYCH 525 ~ .................................</td>
<td>3 credits</td>
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<tr>
<td>Measurements and Statistics</td>
<td></td>
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<tr>
<td>PSYCH 540 ~ .................................</td>
<td>3 credits</td>
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<tr>
<td>Research Methodology</td>
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<tr>
<td>PSYCH 533 ~ .................................</td>
<td>3 credits</td>
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<tr>
<td>Multicultural Psychology</td>
<td></td>
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<tr>
<td>PSYCH 545 ~ .................................</td>
<td>3 credits</td>
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<tr>
<td>Survey of Professional Psychology</td>
<td></td>
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<tr>
<td>PSYCH 550 ~ .................................</td>
<td>3 credits</td>
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<tr>
<td>Psychology of Learning</td>
<td></td>
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<tr>
<td>PSYCH 555 ~ .................................</td>
<td>3 credits</td>
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<tr>
<td>Social Psychology</td>
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<tr>
<td>PSYCH 560 ~ .................................</td>
<td>3 credits</td>
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<tr>
<td>Cognitive Psychology</td>
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<tr>
<td>PSYCH 570 ~ .................................</td>
<td>3 credits</td>
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<tr>
<td>Organizational Psychology</td>
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<tr>
<td>PSYCH 575 ~ .................................</td>
<td>3 credits</td>
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<tr>
<td>Physiological Psychology</td>
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</tbody>
</table>

Residency Requirements and Course Waivers for the MS/P

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- An undergraduate degree from a regionally accredited college or university.
- An undergraduate degree from an ABA accredited institution.
- An undergraduate degree from a comparable institution.
- 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.

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.
• The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten (10) years (5 years for IS&T courses) from current program enrollment agreement sign date with a grade of “B” (3.0) or better.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.
• The following courses in the Required Course of Study may not be waived: COM 505

**Course Descriptions for the MSP**

**Communication Skills for Graduate Study**
This course provides new graduate students in University of Phoenix 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 553** ................................................................. 3 credits

**Multicultural Psychology**
This course provides students with an in depth focus on cultural factors and cross-cultural perspectives in the field of psychology. Students learn to identify and consider cultural variables in the application of psychological theories and practices. Multicultural issues and valued diversity are the main content focus throughout the course.

**PSYCH 545** ................................................................. 3 credits

**Survey of Professional Psychology**
This course surveys various professional activities in psychology and the legal and ethical responsibilities of the psychology professional. Students learn underlying ethical principles relevant to a broad range of issues in the field of psychology, as well as to interpret and act upon various situations appropriately and effectively. Content includes issues such as subject and client rights, confidentiality, duty to warn and protect, dual relationships, supervision and consulting, ethics with special populations, and ethical decision-making models.

**PSYCH 550** ................................................................. 3 credits

**Psychology of Learning**
This course examines major theories of learning with relevance to instrumental and classical (Pavlovian) conditioning, cognitive learning processes, motivation, affect, and memory. The students will explore relevant research on traditional and contemporary issues in learning, with an emphasis on human learning from both behavioral and cognitive perspectives.

**PSYCH 555** ................................................................. 3 credits

**Social Psychology**
This course covers the basic theoretical foundations and recurrent themes in social psychology, including attitudes, stereotyping, conformity, power, aggression, prosocial behavior, the social self, emotions, group dynamics, and inter-group relations. Emphasis is on recent empirical and theoretical developments and includes models of social cognition that are a focus of contemporary social psychological theories.
The foundation of today’s technological world is rooted in the natural sciences. As part of any academic program, studying the natural sciences gives students insight into the fundamental processes of nature and provides the basic knowledge needed to understand modern scientific accomplishments. Students also develop the critical thinking, independent thinking, and problem solving skills that form the basis for lifelong learning.

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

**Master of Health Administration**

The following Master of Health Administration (MHA) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience, within the past ten years, of which one year must be in a health care environment.
- Students who have an undergraduate Health Care degree (includes completion of a major/ minor/ focus or concentrations of at least 18 credit hours in health care coursework) do not need the one (1) year health care work experience for admission.
- All applicants must be currently employed in a suitable Health Care work environment or have access to a suitable Health Care work environment for the completion of course assignments.

Degree Requirements for the MHA

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

Minimum Grade Requirements for the MHA

- Students in this program are required to achieve a minimum grade of “C” (2.0) in the following courses: HSN 540, HSN 544, HSN 548 and HSN 552. A “C-” grade is not acceptable. Students who fail to receive a minimum grade of “C” will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

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

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

The following courses may not be waived in the MHA program:

HCS 504, HCS 586, HSN 552, HCS 565

The School of Advanced Studies offers a bridge opportunity for master's degree students who are interested in taking doctoral courses as part of the master's degree 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 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 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 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 health care leadership.

Graduates will have enhanced their management/administrative backgrounds through a curriculum that provides students with the ability to apply theory to contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment which is team oriented and motivating to others.

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

MHA Required Course of Study

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>HCS 504</td>
<td>Introduction to Graduate Study in Health Sciences/Nursing</td>
<td>1 credit</td>
</tr>
<tr>
<td>HCS 310</td>
<td>Health Care Delivery in the United States</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 440</td>
<td>Economics: The Financing of Health Care</td>
<td>3 credits</td>
</tr>
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<td>HCS 455</td>
<td>Health Care Policy: The Past and the Future</td>
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</tr>
<tr>
<td>HCS 514</td>
<td>Managing in Today’s Health Care Organizations</td>
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<td>HCS 545</td>
<td>Health Law and Ethics</td>
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</tr>
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<td>Marketing for Health Care</td>
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</tr>
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<td>HCS 531</td>
<td>Health Care Organizations and Delivery Systems</td>
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</tr>
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<td>HCS 577</td>
<td>Financial Management in Health Care</td>
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</tr>
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<td>Health Information Systems</td>
<td>3 credits</td>
</tr>
<tr>
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<td>3 credits</td>
</tr>
<tr>
<td>HCS 587</td>
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</tr>
<tr>
<td>HCS 552</td>
<td>Health Care Economics</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 588</td>
<td>Measuring Performance Standards</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 525</td>
<td>Leadership</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 549</td>
<td>Evaluation Methodology</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 567</td>
<td>Entrepreneurship in Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 586</td>
<td>Health Care Strategic Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Degree Requirements for the MHA

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a nationally accredited, candidate for accreditation, 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.

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 transferrable 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.

**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 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 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 531** .................................................................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 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 deterrents 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 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 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 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 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/Education
The following Master of Health Administration (MHA) program is approved to be offered at these University of Phoenix campus locations:

Online: The availability of programs and concentrations depend on student demand and other factors. 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 in in-service education, community health education, as well as to the role and delivery of academic education.
For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mha-ed.

**MHA/ED Required Course of Study**

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

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<td>HCS 514</td>
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<td>3</td>
</tr>
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<td>HSN 540</td>
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</tr>
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<td>HSC 559</td>
<td>Teaching and Learning Strategies</td>
<td>3</td>
</tr>
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<td>HSC 586</td>
<td>Role of the Health Care/Nursing Educator</td>
<td>3</td>
</tr>
<tr>
<td>HSN 544</td>
<td>Design and Process of Curriculum Development</td>
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<tr>
<td>HSN 552</td>
<td>Assessment and Evaluation of Learning</td>
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</tr>
</tbody>
</table>

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

**Additional Admission Requirements for the MHA**

- Additional Admission Requirements for the MHA/ED
  - A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
  - An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, a BBA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
  - A minimum equivalent of three (3) years of full-time, post-high school 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.

**Minimum Grade Requirements for the MHA/ED**

- 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 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 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 receive a minimum grade of "C" will be scholastically disqualified from the University.

**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.
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 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 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 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.

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.

**Mental Health Administration/Education Bridge**

The following Master of Health Administration/Education (MHA) Bridge program is approved to be offered at the University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 and employment, 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

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
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HCS 552 ................................................................. 3 credits
Health Care Economics

HCS 588 ................................................................. 3 credits
Measuring Performance Standards

HSN 540 ................................................................. 3 credits
Teaching and Learning Strategies

HSN 548 ................................................................. 3 credits
Role of the Health Care/Nursing Educator

HSN 544 ................................................................. 3 credits
Design and Process of Curriculum Development

HSN 552 ................................................................. 3 credits
Assessment and Evaluation of Learning

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

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

All applicants are expected to meet the following admissions requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, 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/ED

- Completion of a minimum of 52 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma for this program will read as follows: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.

Minimum Grade Requirements for the MHA/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.

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 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 organizational 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 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.

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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 the capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of a broad and dynamic health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students have the option to complete a specialization related to their area of interest. Specialization options include gerontology, informatics and education.

Graduates of the MHA program will have enhanced their 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.

<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 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 539</td>
<td>Marketing for Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 531</td>
<td>Health Care Organizations and Delivery Systems</td>
<td>3 credits</td>
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</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td>HCS 577</td>
<td>Financial Management in Health Care</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 533</td>
<td>Health Information Systems</td>
<td>3 credits</td>
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<tr>
<td>HCS 535</td>
<td>Concepts of Population Health</td>
<td>3 credits</td>
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<tr>
<td>HCS 587</td>
<td>Creating Change within Organizations</td>
<td>3 credits</td>
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<tr>
<td>HCS 552</td>
<td>Health Care Economics</td>
<td>3 credits</td>
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<tr>
<td>HCS 588</td>
<td>Measuring Performance Standards</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 548</td>
<td>Foundations of Gerontology</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 551</td>
<td>Biological and Psychological Aspects of Aging</td>
<td>3 credits</td>
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<td>HCS 557</td>
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</tr>
<tr>
<td>HCS 565</td>
<td>Organization and Management of Aging Services</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

### Additional Admission Requirements for the MHA/GER

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university, an ABA accredited institution (if coursework was from a graduate level program) or comparable undergraduate bachelor’s degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- A minimum equivalent of three (3) years of full-time, post-high school professional work experience, within the past ten years, of which one year must be in a health care environment. Students who have an undergraduate Health Care degree (includes completion of a major/minor/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/GER

- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for this program will read as: Master of Health Administration and will not reflect the Specialization. Specializations are reflected on the transcript only.
Minimum Grade Requirements for the MHA/GER

- Students in this program are required to achieve a minimum grade of "C" (2.0) in the following courses: HSN 540, HSN 544, HSN 546 and HSN 552. A "C-" grade is not acceptable. Students who fail to receive a minimum grade of "C" will be scholastically disqualified from the University.
- Students who fail to meet the minimum grade requirement and have been scholastically disqualified will not be allowed to continue in the program until the course has been successfully repeated. Students will be allowed to repeat each class in which the minimum grade was not achieved one time. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MHA program.

Residency Requirements and Course Waivers for the MHA/GER

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework. In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:

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

The following courses may not be waived in the MHA program:
HCS 504, HCS 586, HSN 552, HCS 565
The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral coursework as part of the master’s degree program.

Course Descriptions for the MHA/GER

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 525  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 539  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 544  Marketing for Health Care
This course examines marketing principles as they are applied within various health delivery systems. Special attention is focused on consumer behavior, market segmentation, environmental scanning, and identification of new market opportunities. The role of social marketing, data base research, and evaluation design and interpretation are addressed.
HCS 545  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 565  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.
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 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 ................................................................. 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 ................................................................. 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 453 ~ ......................................................... 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
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
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.

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 coursework). Course 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.

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 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 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 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 548 ................................................................................... 3 credits
Foundations of Gerontology
This course introduces students to the field of gerontology and focuses on the aspect of aging. Emphasis will be placed on the basic conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 551 ................................................................................... 3 credits
Biological and Psychological Aspects of Aging
This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.
HCS 557 ................................................................. 3 credits
Social and Cultural Aspects of Aging
This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as social and political forces, care needs, diversity, economics, social support, and disability.
HCS 565 ................................................................. 3 credits
Organization and Management of Aging Services
This course examines a variety of services currently available for aging adults and their families. Students will learn the basic principles for planning, organizing, implementing, and coordinating programs and services intended for 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 speciality 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.
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
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 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.

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 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 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 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 553 ................................................................................... 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 deterrents 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 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.
HCS 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.
HCS 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.

Master of Health Administration/Informatics Bridge
The following Master of Health Administration/Informatics (MHA) Bridge program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.
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
HCS 539 ~ ................................................................. 3 credits
Marketing for Health Care
HCS 531 ~ ................................................................. 3 credits
Health Care Operations and Delivery Systems
HCS 577 ~ ................................................................. 3 credits
Financial Management in Health Care
HCS 533 ~ ................................................................. 3 credits
Health Information Systems
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.
- 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 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 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.

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.
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.

Managing in Today’s Health Care Organizations

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.

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.

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 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.

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.
The College of Criminal Justice and Security prepares students for professional and management-related careers in criminal justice and security by applying a multidisciplinary comparative management approach to criminal justice theory and application. Students will be prepared to understand, explain, and predict criminal justice and security concepts and to contribute to the development of public and private policy within communities. Our mission is to enhance the academic preparation and professionalism of the nation’s criminal justice and security communities through access to quality criminal justice and security higher education. The College of Criminal Justice and Security provides innovative, respected, relevant, affordable, and student-focused programs, designed to prepare students for service and leadership in a diverse, global society. Curriculum is delivered by experts who relate both theory and practice in this evolving field. The College has earned respect through continuous improvement driven by a combination of innovation in the field and empirical evidence of learning outcomes, all of which is accomplished through the integrity, teamwork, and creativity of college faculty and staff. We are a respected criminal justice and security college, known for its distinctive strengths in providing superior and relevant educational programs to its students.

It is the student’s responsibility to ascertain whether their past history and conduct may prohibit their placement or participation in the criminal justice and security field. The University makes no guarantee or representation that the student will meet all qualifications for such employment or licensure for the occupation or profession related to the chosen program.

**Master of Science/Administration of Justice and Security**

The following Master of Science/Administration of Justice and Security (MS/AJS) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

- AJS 501 ~ ................................................................. 1 credit
- AJS 502 ~ ................................................................. 3 credits
- AJS 512 ~ ................................................................. 3 credits
- AJS 522 ~ ................................................................. 3 credits
- AJS 532 ~ ................................................................. 3 credits
- AJS 542 ~ ................................................................. 3 credits
- AJS 552 ~ ................................................................. 3 credits

- AJS 562 ~ ................................................................. 3 credits
- AJS 572 ~ ................................................................. 3 credits
- AJS 582 ~ ................................................................. 3 credits
- AJS 592 ~ ................................................................. 3 credits

- AJS 510 ................................................................. 3 credits
- AJS 520 ................................................................. 3 credits
- AJS 540 ................................................................. 3 credits
- AJS 550 ................................................................. 3 credits
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.

OR

An undergraduate degree (includes completion of a major / minor / focus or concentrations of at least 21 credit hours) in any field of Criminal Justice, Justice Studies, Administration of Justice, or Security AND a minimum equivalent of three (3) years of full-time, post-high school professional work experience which can be in any field.

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- 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.

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 ................................................................. 1 credit
Introduction to Graduate Study in Criminal Justice and Security
This course provides new graduate students in the college with an introduction to strategies for success within the university’s adult learning model. Topics include program standards and objectives, graduate-level oral and written communication, locating, evaluating, and citing scholarly resources, and purposes and use of portfolios.

AJS 502 ................................................................. 3 credits
Survey of Justice and Security
This is a survey course that introduces policing, the court systems, corrections, and private security and how they relate to each other. Challenges in these relationships are also presented.

Additional Courses

AJS 552 ~................................................................. 3 credits
Legal Issues in Justice and Security

AJS 562 ~................................................................. 3 credits
Organizational Risk and Incident Management

AJS 572 ~................................................................. 3 credits
Cyber Crime and Information Systems Security

AJS 582 ~................................................................. 3 credits
Public Policy Issues

AJS 585 ~................................................................. 3 credits
Concepts of Physical and Personal Protection

AJS 592 ~................................................................. 3 credits
Forensic Science and Psychological Profiling

AJS 595 ~................................................................. 3 credits
Program Development and Evaluation

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

The University of Phoenix, 2012

COLLEGE OF CRIMINAL JUSTICE AND SECURITY
AJS 512 ...................................................................................... 3 credits
Organizational Administration in Justice and Security
This course explores the various elements of organizational administration, behavior, and management in criminal justice organizations and provides the student with an understanding of individual and group dynamics, problem solving concepts, and administrative processes associated with organizational behavior and structures that exist in the criminal justice system.

AJS 522 ...................................................................................... 3 credits
Finance and Budgeting in Justice and Security
This course introduces fundamental concepts of using financial tools and analysis for effective managerial decision making in criminal justice and security. Topics include the role of the financial management in the criminal justice organization, concepts and principles underlying financial practices, and operational planning and budgeting.

AJS 532 ...................................................................................... 3 credits
Ethics in Justice and Security
This course will examine the theoretical and philosophical basis of ethics and the standards of professional conduct and leadership applicable to justice and security agencies. Applicable case studies will be used as well as contemporary situations in ethics.

AJS 542 ...................................................................................... 3 credits
Criminological Theory
This is an advanced course in theories of crime causation, including classical, biological, psychological, sociological, and social-psychological approaches. Victimology, to include victimization statistics, victimogensis, and the prevention of victimization, is included.

AJS 552 ...................................................................................... 3 credits
Legal Issues in Justice and Security
This course examines the competing legal and social issues that influence the actions of public officials, security personnel, and private citizens with respect to the provision of law enforcement, safety, and security services for various elements of society. The potential conflicts between public policy and civil rights will be discussed.

AJS 562 ...................................................................................... 3 credits
Organizational Risk and Incident Management
This course provides an overview of the relationship between risk assessment and consequence management within the context of justice and security organizations. Specifically, it will examine the factors that go into mitigating risk and when these measures fail, how critical incident response can maintain order. Topics include defining risk, planning factors for critical incident response, lessons learned.

AJS 572 ...................................................................................... 3 credits
Cyber Crimes and Information Systems Security
This course provides and 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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
Applicants to the Bridge version must have a minimum of three 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.
- 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 taken the course which placed them on scholastic disqualification, satisfied the grade requirement, and fulfilled any additional criteria for reentry, as determined by the faculty member and the Campus College Chair or appropriate Dean.
- If the student does not receive a grade of "C" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

Residency Requirements and Course Waivers for the MS/AJS
- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students enrolled in the bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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

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 requirement for degree conferral. The University requires that the majority of coursework, 28 credits in the Required Course of Study, must be completed at University of Phoenix.
- Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.
- Students enrolled in the bridge version may waive the four (4) undergraduate bridge courses in addition to 9 credits from the required course of study.
- In order to be granted a waiver for a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

The following courses in the Required Course of Study may not be waived: AJS 595
AJS 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.
CJA 490  Survey of Criminal Justice
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.
SEC 493  Survey of Criminal Court Systems
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.
CJA 491  Survey of Correctional Processes and Penal Systems
This course is a survey to the various components of the correctional system and penal reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.
CJA 492  Survey of Security
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 493  Survey of Criminal Court Systems
This course provides an overview of 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 494  Survey of Correctional Processes and Penal Systems
This course is a survey to the various components of the correctional system and penal reform within the criminal justice system. It provides an overview of corrections, jails and prisons including their history, the players involved and their roles, and organizations that manage convicted offenders. Other topics that are covered include policy and procedure, sentencing, probation, and rehabilitations of prisoners. The course ends with international perspectives of imprisonment and global correctional systems.
CJA 495  Survey of Security
This course 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 502  Survey of 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 thecriminal justice system.
CJA 496  Finance and Budgeting in 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 497  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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Students may want to consult completing certain courses in the Online classroom at Online rates if the program is available via the Online modality in their state. Please contact your enrollment advisor for more information.

The Master of Business Administration (MBA) program prepares students in the functional areas of business allowing them to develop managerial skills necessary to be effective in a rapidly changing business environment. The program is based on current research of managerial competencies and graduate business standards as tested by existing national standardized graduate business examinations.

In addition to the University of Phoenix learning goals, the MBA program prepares students to:
- Demonstrate the knowledge and skills needed to identify and solve organizational problems using a systematic decision-making approach.
- Demonstrate the knowledge and skills needed to manage, develop, and motivate personnel to meet changing organizational needs in a global business environment.
- Apply critical analysis of alternatives under conditions of uncertainty.
- Develop awareness of their own values and the effect of those values on organizational decision making.
- Assess whether an organization’s plans and actions align with its values.
- Comprehend the application of a significant amount of business administration knowledge within the domains of management, business law, human capital management, organizational leadership, quantitative reasoning for business, economics, accounting, applied business research & statistics, operations management, corporate finance, marketing, and strategic planning & implementation.

Students can gain additional knowledge in a concentration area through the selection and completion of 15 graduate-level credits in concentration-specific courses.

Students may also complete an additional concentration. Please contact your academic representative for more information.

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

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

**MBA Program Category Requirements**

**Management, 3 total credits**

MGT 521 ................................................................. 3 credits

**Human Capital Management, 3 total credits**

HRM 531 ~ .............................................................. 3 credits

**Business Law, 3 total credits**

LAW 531 ~ .............................................................. 3 credits

**Organizational Leadership, 3 total credits**

LDR 531 ~ .............................................................. 3 credits

**Quantitative Reasoning for Business, 3 total credits**

QRB 501 ................................................................. 3 credits

**Economics, 3 total credits**

ECO 561 ~ .............................................................. 3 credits

**Accounting, 3 total credits**

ACC 561 ~ .............................................................. 3 credits

**Applied Business Research and Statistics, 3 total credits**

QNT 561 ~ .............................................................. 3 credits

**Operations Management, 3 total credits**

OPS 571 ~ .............................................................. 3 credits

**Corporate Finance, 3 total credits**

FIN 571 ~ .............................................................. 3 credits

**Marketing, 3 total credits**

MKT 571 ~ .............................................................. 3 credits

**Strategic Planning and Implementation, 3 total credits**

STR 581 ~ .............................................................. 3 credits

**Accounting Concentration**

MBA students may earn a concentration in Accounting (ACC) by satisfying all the requirements for the concentration. Students must earn a minimum of 12 unique and concentration-area specific credits beyond the standard MBA required course of study. Students earning an ACC concentration will complete a minimum of 48 credits, which includes 36 credits from the MBA required course of study and 12 credits from the ACC concentration coursework (3 of which must include ACC 541—Accounting Theory & Research).

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

ACC 541 ~ .............................................................. 3 credits

**Communications for Accountants**

COM 530 ~ .............................................................. 3 credits
University of Phoenix, 2012

MBA students may earn a concentration in Energy Management (EM) by completing at least 15 credit hours of coursework 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.

Energy Management Concentration

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

For more information about our graduation 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.

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 coursework 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 ~ ................................................................. 3 credits
Organizational Training and Development
HRM 554 ~ ................................................................. 3 credits
Occupational Health and Safety
HRM 595 ~ ................................................................. 3 credits
Human Resource Capstone Course
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.

MKT 544 ~ .......................................................... 3 credits
Integrated Marketing Communications
MKT 554 ~ .......................................................... 3 credits
Consumer Behavior
MKT 552 ~ .......................................................... 3 credits
Technology Applications and e-Marketing
MKT 562 ~ .......................................................... 3 credits
Advanced International Marketing
MKT 593 ~ .......................................................... 3 credits
Product Design and Development

Project Management Concentration

MBA students may earn a concentration in Project Management (PM) by completing at least 15 credit hours of coursework in Project Management. Students earning a PM concentration will complete a minimum of 51 credits, which includes 36 credits from the MBA required areas and 15 credits from the PM concentration coursework.

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

PM 571 ~ .......................................................... 3 credits
Project Management
PM 582 ~ .......................................................... 3 credits
Project Leadership
PM 584 ~ .......................................................... 3 credits
Project Risk Management
PM 586 ~ .......................................................... 3 credits
Project Quality Management
PM 598 ~ .......................................................... 3 credits
Project Management Capstone

Technology Management Concentration

MBA students may earn a concentration in Technology Management (TM) by completing at least 15 credit hours of coursework in Technology Management.

Students earning a TM concentration will complete a minimum of 51 credits (36 credits from the MBA required areas) which includes 15 credits from concentration coursework.

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

TMGT 540 ~ .......................................................... 3 credits
Communications for Managers of Technology
PM 571 ~ .......................................................... 3 credits
Project Management
TMGT 540 ~ .......................................................... 3 credits
Management of R&D and Innovation Processes

Applications of Technology Management
COM TM541 ~ .......................................................... 3 credits
Technology Transfer in the Global Economy
TMGT 590 ~ .......................................................... 3 credits

Additional Admission Requirements for the MBA

All applicants are expected to meet the following admissions requirements:

• An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor’s degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
• No work experience is required for this program.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Degree Requirements for the MBA

The degree requirements for this program are the following:

• A minimum of 36 graduate credits must be completed to meet all areas of the required course of study.
• A minimum grade point average (GPA) of 3.0.
• Students must take courses within a sequence specified by course prerequisite requirements.
• The diploma awarded for this program will read as: Master of Business Administration and will not reflect the concentration. Concentrations are reflected on the transcript only.

Academic Progression Requirements for the MBA

• MGT 521 must be the first course taken.
• QRB 501 must be satisfied prior to progressing in courses in Economics, Accounting, Applied Business Research & Statistics, Operations Management, Corporate Finance, Marketing, and Strategic Planning & Implementation.
• Strategic Planning & Implementation (STR 581 or an alternative strategy course) must be taken as the last core course in the program.

Residency Requirements and Course Waivers for the MBA

• The University requires that the majority of coursework in the Required Course of Study be completed through the University. Also known as the residency requirement, the University requires completion of a minimum of 30 graduate level credits at the University.
• In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  • The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
The course must have been completed within the past ten (10) years with a “B” (3.0) or better; and

The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course descriptions must be included with the course waiver form in order for the Office of Admissions and Evaluation to review the course waiver request.

Management (MGT 521) may not be waived.

Strategic Planning & Implementation (STR 581 or an alternative strategy course), which is the last core course in the program, may not be waived.

The following courses may not be waived: ACC 541, CAP GM591, EM 555, EM 595, GMGT 510, HCS 531, HCS 586, HRM 595, MGT 521, MKT 593, PM 598, QRB 501, STR 581

The School of Advanced Studies offers a bridge opportunity for master’s degree students who are interested in taking doctoral courses. In the bridge program, a master’s degree student would be allowed to substitute up to two graduate level courses with doctoral level courses. Students who choose this option would then be eligible to waive these courses in the doctoral program since they were already taken in the master’s degree program.

Students must earn a B- or better in the doctoral level courses in order to waive them in the doctoral program.

Students who have completed Meritus University graduate MBA courses may transfer all courses earned at Meritus University into the MBA program at the University of Phoenix without limitation provided that they sign an Enrollment Agreement for the University of Phoenix MBA program by March 1, 2012. Students transferring from Meritus University to University of Phoenix will still be required to satisfy all program requirements for the University of Phoenix MBA program and complete at least 3 credits at University of Phoenix in order to obtain their MBA degree from University of Phoenix.

Course Descriptions for the MBA

MGT 521 ................................................................................... 3 credits

Management

This course applies the tools available to University of Phoenix graduate students and the competencies of successful managers to understand the functions of business. Students learn their own perceptions and values to communicate more effectively with others. Other topics include MBA program goals, argument construction, decision making, collaboration, and academic research.

HRM 531 ................................................................................... 3 credits

Human Capital Development

This course prepares students to address the concepts of personnel development as managers. Students learn criteria for developing effective job analysis, appraisal systems, and appropriate career development plans for employees. Other topics include personnel selection, employee compensation, benefits, training, workplace diversity, discipline, employee rights, unions, and management behaviors.

LAW 531 ................................................................................... 3 credits

Business Law

This course prepares students to evaluate the legal risks associated with business activity. Students will create proposals to manage an organization’s legal exposure. Other topics include the legal system, alternative dispute resolution, enterprise liability, product liability, international law, business risks, intellectual property, legal forms of business, and governance.

LDR 531 ................................................................................... 3 credits

Organizational Leadership

This course prepares students to apply leadership principles to the roles they play as managers. Students will discover more about themselves and learn more about the connection between the individual and the organization. Other topics include organizational culture, structure, group behavior, motivation, power, politics, organizational change, and workplace conflict.

QRB 501 ................................................................................... 3 credits

Quantitative Reasoning for Business

This course applies quantitative reasoning skills to business 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.

QNT 561 ................................................................................... 3 credits

Applied Business Research and Statistics

This course prepares students to apply statistics and probability concepts to business decisions. Students learn criteria for developing effective research questions, including the creation of appropriate sampling populations and instruments. Other topics include descriptive statistics, probability concepts, confidence intervals, sampling designs, data collection, and data analysis - including parametric and nonparametric tests of hypothesis and regression analysis.

OPS 571 ................................................................................... 3 credits

Operations Management

This course applies planning and controlling concepts to increase the value of the supply chain. Students learn to evaluate and improve processes. Other topics include process selection, process design, theory of constraints, project implementation, capacity planning, lean production, facility location, and business forecasting.
FIN 571 .................................................................................... 3 credits
Corporate Finance
This course applies corporate finance concepts to make 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.

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 and Implementation
This course integrates concepts from all prior courses in the program. Students apply the concepts of strategic planning and implementation to create sustainable competitive advantage for an organization. Other topics include environmental scanning, strategic analysis, corporate social responsibility, implementation, evaluation, and risk management.

Course Descriptions for the Accounting Concentration
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.

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 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.
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 socio-cultural, 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 worldwide 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 Law and Ethics
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.
HCS 533 ............................................................... 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 545 ............................................................... 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 biomed- ical 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 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.

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 592 ................................................................. 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, persuasion, motivation, 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 integrated change control, work breakdown structures, human resource planning, performance reporting, managing stakeholders, negotiation, conflict resolution, and cultural diversity.

PM 599 ......................................................... 3 credits

Applications of Technology Management

In this concentration capstone course, 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.

COM TM541 .................................................... 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 540 ..................................................... 3 credits

Technology Transfer in the Global Economy
This course introduces the student to the concept of multinational enterprises and the role of technology in the strategic management of these enterprises. This course focuses on opportunities to utilize technology transfer within global business to meet the goals of the strategic plan.

TMGT 550 ..................................................... 3 credits

Applications of Technology Management
This is an integrative course and the capstone for the MBA/TM program. The outcome is to apply a range of skills from the individual courses in the technology management program to develop a change management plan to implement, build, and initiate a technology product or infrastructure in an organization.

Master of Public Administration

The following Master of Public Administration (MPA) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on the regional presence of student demand and other factors. 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 Public Administration (MPA) program develops the managerial skills necessary to manage in the public sector. This program focuses on an entrepreneurial approach to issues and opportunities at the state and local government levels. The curriculum is based on the current standards set forth by the National Association of Schools of Public Affairs and Administration.

In addition to the University of Phoenix learning goals, the MPA program prepares students to:

• Demonstrate an understanding of strategic policy planning and implementation in a political environment.
• Demonstrate an understanding of innovative public sector leadership competencies in public organizations.
• Demonstrate an understanding of public/public and public/private strategic partnerships in inter-governmental relationships.
• Comprehend the application of a significant amount of knowledge within the domains of Public Administration - Institutions and Processes, Communications for Public Administrators, Human Capital Development in the Public Sector, Program Evaluation, Law and Public Administration, Data Analysis for Public Policy and Management, Leveraging Technology in the Public Sector, Public Budgeting, Leading Organizational Development in the Public Sector, Public Finance, Public Policy Planning and Implementation, and Public Administration Applied Project.

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/mpa.
Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements for the MPA**

**Public Administration Management, 12 total credits**
- MGT 522 ................................................................. 3 credits
- Public Administration - Institutions and Processes
- MGT 572 ~ ......................................................... 3 credits
- Public Policy Planning and Implementation
- MGT 582 ~ ......................................................... 3 credits
- Public Administration Applied Project
- MGT TM562 ~ ...................................................... 3 credits
- Leveraging Technology in the Public Sector

**Public Administration Research and Statistics, 6 total credits**
- RES 562 ~ ............................................................. 3 credits
- Program Evaluation
- QNT 562 ~ .......................................................... 3 credits
- Data Analysis for Public Policy and Management

**Public Administration Human Resource Management, 3 total credits**
- HRM 532 ~ ........................................................... 3 credits
- Human Capital Development in the Public Sector

**Public Administration Leadership, 3 total credits**
- LDR 532 ~ ............................................................. 3 credits
- Leading Organizational Development in the Public Sector

**Public Administration Law, 3 total credits**
- LAW 562 ............................................................... 3 credits
- Law and Public Administration

**Public Administration Accounting, 3 total credits**
- ACC 574 ~ ............................................................. 3 credits
- Public Budgeting

**Public Administration Economics, 3 total credits**
- ECO 572 ~ ............................................................ 3 credits
- Public Finance

**Public Administration Communications, 3 total credits**
- COM PA530 ~ ...................................................... 3 credits
- Communications for Public Administrators

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

**Additional Admission Requirements for the MPA**

All applicants are expected to meet the following admission requirements:

- An undergraduate degree from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution or a graduate degree from an ABA accredited institution (i.e.- JD, LLM, 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

**MGT 572 ..................................................................................3 credits**
- Public Policy Planning and Implementation

**MGT 582 ..................................................................................3 credits**
- Public Administration Applied Project

**MGT TM562 ...........................................................................3 credits**
- Leveraging Technology in the Public Sector

**RES 562 ..................................................................................3 credits**
- Program Evaluation

**QNT 562 ..................................................................................3 credits**
- Data Analysis for Public Policy and Management

**HRM 532 ..................................................................................3 credits**
- Human Capital Development in the Public Sector

**LDR 532 ..................................................................................3 credits**
- Leading Organizational Development in the Public Sector

**LAW 562 ..................................................................................3 credits**
- Law and Public Administration

**ACC 574 ..................................................................................3 credits**
- Public Budgeting

**ECO 572 ..................................................................................3 credits**
- Public Finance

**COM PA530 ..............................................................................3 credits**
- Communications for Public Administrators

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

**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.
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.

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.

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.

Human Capital Development in the Public Sector

This course prepares students to apply human capital development concepts in a public sector. Students will create plans for managing human capital in an environment of political appointment. Other topics, at the state and local level, include recruitment, development & retention of employees, motivation, performance evaluation, employee/employer relationship, personnel policies & politics, and public service ethic.

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 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.

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.

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.

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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

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

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

MM Program Category Requirements

Consulting, 3 total credits

Consulting

Organizational Communications, 3 total credits

Organizational Communications

Leadership, 3 total credits

Global Management, 3 total 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
Ethics and Social Responsibility
Business Law, 3 total credits
LAW 575 ~ ................................................................. 3 credits
Business Law for Consultants
Project Quality Management, 3 total credits
PM 586 ~ ................................................................. 3 credits
Project Quality Management
Budgetary Finance, 3 total credits
FIN 575 ~ ................................................................. 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.
• 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 doctor 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.

LAW 575 ................................................................. 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.

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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 goals 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>COM 530</td>
<td>Communications for Accountants</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 537</td>
<td>Financial Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 541</td>
<td>Accounting Theory &amp; Research</td>
<td>3 credits</td>
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<tr>
<td>ACC 542~</td>
<td>Accounting Information Systems</td>
<td>3 credits</td>
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<tr>
<td>ACC 543~</td>
<td>Managerial Accounting &amp; Legal Aspects of Business</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 544~</td>
<td>Internal Control Systems</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 545~</td>
<td>Financial Reporting</td>
<td>3 credits</td>
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<tr>
<td>ACC 546</td>
<td>Auditing</td>
<td>3 credits</td>
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<tr>
<td>ACC 547~</td>
<td>Taxation</td>
<td>3 credits</td>
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<td>Not-for-Profit &amp; Government Accounting</td>
<td>3 credits</td>
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<tr>
<td>ACC 556~</td>
<td>Forensic Accounting</td>
<td>3 credits</td>
</tr>
<tr>
<td>ACC 557~</td>
<td>Accounting Ethics</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Additional Admission Requirements for the MSA

- 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.

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

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 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.
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The College of Information Systems and Technology Programs offers the Master of Information Systems (MIS) degree.

Master of Information Systems

The following Master of Information Systems (MIS) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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, and to create project, risk, and information systems strategic plans.

For more information about the availability of programs and concentrations, please visit our website at http://www.phoenix.edu/programs/mis.

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

MIS Required Course of Study

- **CMGT 530** - Information Security & Ethics - 3 credits
- **IT Organizational Behavior** - 3 credits
- **CSS 562** - Programming Concepts - 3 credits
- **CIS 568** - Information Systems Concepts - 3 credits
- **BSA 500** - Business Systems I - 3 credits
- **BSA 502** - Business Systems II - 3 credits
- **CMGT 554** - Emerging Technologies & Issues - 3 credits
- **CMGT 555** - Information Systems Management - 3 credits
- **IT Infrastructure** - 3 credits
- **CMGT 556** - Systems Analysis & Development - 3 credits
- **Enterprise Models** - 3 credits
- **CMGT 557** - Strategic Management & Leadership - 3 credits
- **CMGT 558** - Business Systems IV - 3 credits
- **CMGT 559** - Database Management - 3 credits
- **CMGT 563** - Information Security & Ethics - 3 credits
- **CMGT 564** - Business Systems IV - 3 credits
- **CMGT 567** - Computer Systems Management & Leadership - 3 credits
- **CMGT 568** - Systems Analysis & Development - 3 credits
- **CMGT 569** - Business Systems IV - 3 credits
- **CMGT 570** - Database Management - 3 credits
- **CMGT 571** - Computer Systems Management & Leadership - 3 credits
- **CMGT 572** - Systems Analysis & Development - 3 credits
- **CMGT 573** - Business Systems IV - 3 credits
- **CMGT 574** - Database Management - 3 credits
- **CMGT 575** - Computer Systems Management & Leadership - 3 credits
- **CMGT 576** - Information Security & Ethics - 3 credits
- **CMGT 577** - Business Systems IV - 3 credits
- **CMGT 578** - Systems Analysis & Development - 3 credits
- **CMGT 582** - Information Systems Integration - 3 credits
- **CMGT 583** - Business Systems IV - 3 credits
- **IS Integration** - 3 credits

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 or comparable undergraduate bachelor’s degree earned at a recognized foreign institution a graduate degree from an ABA accredited institution (i.e.- JD, LLB, LLM). If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.
- A 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

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.

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 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 level coursework completed at University of Phoenix.

• Comparable undergraduate or graduate coursework completed within the past five (5) years at a regionally or nationally approved accredited college or university with a grade of C- or better. 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 544 .................................................................................. 3 credits
CMGT 530, CMGT 583

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 554 .................................................................................. 3 credits
CMGT 554

CIS Project Management
This course will provide both theory and application of the skills required for project management. Topics covered with 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 557 .................................................................................. 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 and 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 Health and Human Services. Membership to Sigma Theta Tau is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing.

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

The graduate student must have at least a 3.5 grade point average on a 4.0 scale and have completed at least one-half of the nursing curriculum to qualify for membership.

Omicron Delta has close to 3,000 members worldwide. The chapter was originally chartered in 1996 and has grown to be one of the largest chapters in the international organization. To learn more about Omicron Delta visit the Web site http://www.omicron-delta.net.

**Master of Science in Nursing**

The following Master of Science in Nursing (MSN) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

*One DuPont Circle NW, Suite 530, Washington DC 20036-1120; (202) 887-6791.

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

**MSN Required Course of Study**

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

- HCS 504 ~.................................................................1 credit
- Introduction to Graduate Study in Health Sciences/Nursing
- HCS 587 ~.................................................................3 credits
- Creating Change Within Organizations
- HCS 571 ~.................................................................3 credits
- Financial Resource Management
- NUR 513 ~.................................................................3 credits
- Theoretical Foundations of Practice
- NUR 531 ~.................................................................3 credits
- Influencing the Future of Nursing and Health Care
- NUR 588 ~.................................................................3 credits
- Developing and Evaluating Educational Programs

(The prerequisite requirement only applies to MSN bridge students)
NUR 590A ~ + ................................................................. 1 credit  
Nursing Practicum-A  
NUR 542 ~ ................................................................. 2 credits  
Dynamics of Family Systems  
NUR 544 ~ ................................................................. 3 credits  
Population-Focused Health Care  
NUR 518 ~ ................................................................. 3 credits  
Analysis of Research Reports  
NUR 587 ~ ................................................................. 3 credits  
Leadership and Management in Nursing and Health Care  
NUR 590B ~ + ................................................................. 2 credits  
Nursing Practicum-B  
NUR 598 ~ + ................................................................. 1 credit  
Research Utilization Project  
HCS 578 ~ ................................................................. 3 credits  
Ethical, Legal, and Regulatory Issues in Health Care  
(The prerequisite requirement only applies to MSN bridge students)  
HCS 588 ~ ................................................................. 3 credits  
Measuring Performance Standards  
(The prerequisite requirement only applies to MSN bridge students)  
The University reserves the right to modify the required course of study.  
Nursing Practicum/Clinical Hours for the MSN  
The Nursing Practicum allows students the opportunity to apply what they have learned in the program. Students develop learning objectives for the experience and, along with a faculty member and mentor, they achieve the objectives through approved student experiences at selected locations. There is a minimum 60 hours applied practicum clinical experience required. A minimum of 21 graduate credits must be completed before enrollment in the Practicum course. Clinical experiences may focus on leadership, education, or administration. The nursing practicum is intended to serve as a capstone experience that allows the student to integrate graduate level nursing course content to an area of nursing of interest to the student.  
Additional Admission Requirements for the MSN  
- An undergraduate degree with an upper division major in nursing from a regionally or approved nationally accredited, or candidate for accreditation, college or university or comparable undergraduate bachelor's degree earned at a recognized foreign institution. 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. Applicants from the following territories must also hold a RN license obtained by taking the NCLEX-RN exam:  
  - Guam  
  - American Samoa  
  - Northern Mariana Islands  
  - US Virgin Islands  

Note: Nurses with a Puerto Rico License must obtain US licensure for admission.  
Academic Progression Requirements for the MSN  
- Students enrolling in the MSN bridge program must complete the three MSN bridge courses NUR 403, NUR 443 and NUR 440 with a C or better prior to enrolling in NUR 513 Theoretical Foundations of Practice  
- Students must start NUR 590B within 12 months of the completion date of NUR 590A. If the student does not meet that deadline, the student will be required to retake NUR 590A. Any extension request beyond this policy must be submitted to the Student Appeals Center (SAC) for approval.  
Minimum Grade Requirements for the MSN  
- If students do not pass the bridge courses with a C or better, they will be scholastically disqualified. Students who fail to meet the minimum grade requirement will be allowed to repeat each class once. Students who fail to meet the minimum grade requirement after the second attempt will be Scholastically Suspended and will not be able to continue in the MSN program.  
- All MSN and MSN bridge students must complete NUR 598, NUR 590A and NUR 590B with a B or better. Students who do not pass these classes with a grade of B or better will be scholastically disqualified. Students who fail to meet the minimum grade requirement for NUR 598, NUR 590A and/or NUR 590B will be allowed to repeat the class once. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.  
Degree Requirements for the MSN  
- Completion of a minimum of 39 credits (48 credits for the MSN bridge).  
- A minimum program grade point average (GPA) of 3.0.  
- The diploma awarded for these programs will read as follows: Master of Science in Nursing.
Residency Requirements and Course Waivers for the MSN
Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the required course of study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

- In order to waive a course in the required course of study, the student must have completed a previous course which meets the following criteria:
  - The course must have been completed at a regionally or approved nationally accredited, or candidate for accreditation, college or university;
  - The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of “B” (3.0) or better; and
  - The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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
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 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 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 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 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.

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.

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 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.
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 590B ................................................................. 2 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.

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.

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 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/International

The following Master of Nursing/International (MSN/I) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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. Thirty-nine 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. Courses requiring a minimum grade of “B” for successful completion are identified by a + symbol following the course number.

HCS 504................................................................................ 1 credit

Introduction to Graduate Study in Health Sciences/Nursing

NUR 513 ~ .......................................................................... 3 credits

Theoretical Foundations of Practice

NUR 518 ~ .......................................................................... 3 credits

Analysis of Research Reports

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 587 ~ .......................................................................... 3 credits

The following Master of Nursing/International (MSN/I) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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. Thirty-nine 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).
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

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 nationally 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.
• 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.
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 590B ................................................................................ 2 credits
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.
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 graduates who completed the program, and other important information, please visit our website at http://www.phoenix.edu/programs/msn-ed.

**MSN/ED Required Course of Study**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCS 578</td>
<td>Ethical, Legal, and Regulatory Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR 518</td>
<td>Analysis of Research Reports</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>HCS 587</td>
<td>Creating Change Within Organizations</td>
<td>3</td>
</tr>
<tr>
<td>NUR 544</td>
<td>Population-Focused Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSN 544</td>
<td>Design and Process of Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>NUR 509A</td>
<td>Financial Resource Management</td>
<td>1</td>
</tr>
<tr>
<td>NUR 540A</td>
<td>Leadership and Management in Nursing and Health Care</td>
<td>3</td>
</tr>
<tr>
<td>NUR 542A</td>
<td>Dynamics of Family Systems</td>
<td>2</td>
</tr>
<tr>
<td>NUR 590B</td>
<td>Research Utilization Project</td>
<td>2</td>
</tr>
<tr>
<td>HSN 508</td>
<td>Role of the Health Care/Nursing Educator</td>
<td>3</td>
</tr>
<tr>
<td>HSN 540</td>
<td>Teaching and Learning Strategies</td>
<td>3</td>
</tr>
<tr>
<td>HSN 552</td>
<td>Assessment and Evaluation of Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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 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 meet the minimum grade requirement will be scholastically disqualified. Students who fail to meet the minimum grade requirement after the second attempt, will be permanently withdrawn from the program and will be placed on scholastic suspension. Appeals through SAC for readmission to the program will not be accepted by the College of Nursing.

**Degree Requirements for the MSN/ED**

- Completion of a minimum of 42 credits (51 credits for MSN/ED Bridge).
- A minimum program grade point average (GPA) of 3.0.
- The diploma awarded for these programs will read as follows: Master of Science in Nursing and will not reflect the Specialization. Specializations are reflected on the transcript only.

**Residency Requirements and Course Waivers for the MSN/ED**

Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 33 credits in the Required Course of Study, must be completed at University of Phoenix.

Students in this program may waive a maximum of 9 credits from their required course of study on the basis of regionally or approved nationally accredited transferable coursework.

• In order to waive a course in the required course of study, students must have completed a previous course which meets the following criteria:
  - The course must have been completed and transcripted from a regionally accredited, or approved nationally accredited, or candidate for accreditation, college or university.
  - The course must have been completed within the past five (5) years from 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** 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 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.

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: Assessment and Evaluation of Learning
3 credits
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: Theories and Models of Nursing Practice
3 credits
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: Evidence-Based Nursing Research and Practice
3 credits
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: Health Assessment and Promotion for Vulnerable Population
3 credits
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.

The following Master of Science in Nursing/Specialization in Informatics (MSN/INF) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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. Courses requiring a minimum grade of "B" for successful completion are identified by a + symbol following the course number.

HCS 504: Introduction to Graduate Study in Health Sciences/Nursing
1 credit
NUR 513: Theoretical Foundations of Practice
3 credits
NUR 518: Analysis of Research Reports
3 credits
NUR 531: Influencing the Future of Nursing and Health Care
3 credits
HCS 587: Creating Change Within Organizations
3 credits
NUR 544: Population-Focused Health Care
3 credits
NUR 590A: Nursing Practicum - A
1 credit
HCS 571: Financial Resource Management
3 credits
NUR 597: Leadership and Management in Nursing and Health Care
2 credits
NUR 542: Dynamics of Family Systems
3 credits
NUR 598: Research Utilization Project
3 credits
NUR 590B: Nursing Practicum - B
2 credits
HCS 504: Concepts of Health Care Informatics
3 credits
HCS 510: Systems Life Cycle
3 credits
HCS 520: Data Management and Design
3 credits

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. 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.

- 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.

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.

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.

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.
- The diploma awarded for this program will read as follows: Master of Science in Nursing and will not reflect the Specialization. Specializations are reflected on the transcript only.

Residency Requirements and Course Waivers for the MSN/INF
- Students must meet established University residency requirement for degree conferral. The University requires that the majority of coursework, 30 credits in the Required Course of Study, must be completed at 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 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/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 involving 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.

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 500 .................................................................................... 3 credits
**Concepts of Health Care Informatics**
This course will introduce the student to the basic concepts of health care informatics and health information management. It will build on a historical foundation of informatics and roles of the informatics specialist.

HCI 510 .................................................................................... 3 credits
**Systems Life Cycle**
This course will focus on the selection and implementation of an information system within a health facility. The course will review the phases of the life cycle: planning, analysis, design, implementation and evaluation.

HCI 520 .................................................................................... 3 credits
**Data Management and Design**
This course will provide an overview of the understanding of how data, information and knowledge provides the foundation for healthcare information systems. The course will focus on the concepts of information and knowledge in relation to databases, systems operations and information systems.

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.
The following Master of Science in Nursing and Master of Business Administration/Health Care Management (MSN/MBA/HC) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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/MBA/HC 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

**Accounting, 3 total credits**

ACC 561 ................................................................. 3 credits

**Corporate Finance, 3 total credits**

FIN 571 ................................................................. 3 credits

**Operations Management, 3 total credits**

OPS 571 ................................................................. 3 credits

**Marketing, 3 total credits**

MKT 571 ................................................................. 3 credits

**Information Systems, 3 total credits**

CIS 568 ................................................................. 3 credits

**Health Care Finance, 3 total credits**

HCS 571 ................................................................. 3 credits

**Regulatory, 3 total credits**

HCS 578 ................................................................. 3 credits

**Theory, 3 total credits**

NUR 513 ................................................................. 3 credits

**Research, 6 total credits**

NUR 518 ................................................................. 3 credits

**Leadership, 11 total credits**

NUR 531 ................................................................. 3 credits

**Nursing Education, 3 total credits**

NUR 588 ................................................................. 3 credits

**Clinical, 3 total credits**

NUR 590A .............................................................. 1 credit

NUR 590B .............................................................. 2 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/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 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. 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
- 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.

Degree Requirements for the MSN/MBA/HC

- The completion of the Required Course of Study.
- A minimum program grade point average (GPA) of 3.0.
- 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

Academic Progression Requirements for the MSN/MBA/HC

- Students enrolling in the MSN 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.

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.

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

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.

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, 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 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 599................................................................................... 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 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
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 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 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
Nurshing 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 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 and Master of Health Administration

The following Master of Science in Nursing and Master of Health Administration (MSN/MHA) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 and Master of Health Administration (MSN/MHA) program prepares leaders who can effectively respond to the dynamic and ever-changing health care industry. These individuals have a capacity to critically examine and evaluate issues and trends and are empowered to influence the destiny of the global health care system. Curriculum is tailored to the needs of the health care leader/manager by providing content in finance, policy, research, technology, quality improvement, economics, marketing and strategic planning. In addition, students will also be asked to complete course work related to their area of concentration such as public health, long-term care, and health informatics. Graduates of the MSN/MHA program will have enhanced their management/administrative background and specialty area through the completion of a curriculum that provides students with the latest theories and contemporary practice applications. Graduates are able to define their role within the health care system and understand how to make necessary changes to create a work environment, which is team oriented and motivating to others.

For more information about our graduation 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 ~ Introduction to Graduate Study in Health Sciences/Nursing ~ 1 credit
HCS 531 ~ Health Care Organizations and Delivery Systems ~ 3 credits
Health Care Information Systems
HCS 533 ~ Health Care Organizations and Delivery Systems ~ 3 credits
HCS 551 ~ Health Care Economics ~ 3 credits
HCS 577 ~ Financial Management in Health Care ~ 3 credits
HCS 535 ~ Concepts of Population Health ~ 3 credits
HCS 545 ~ Health Law and Ethics ~ 3 credits
HCS 539 ~ Marketing for Health Care ~ 3 credits
HCS 567 ~ Entrepreneurship in Health Care ~ 3 credits
HCS 588 ~ Dynamics of Family Systems ~ 3 credits
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 588 ~ Creating Change within Organizations ~ 3 credits
NUR 590A ~ Developing and Evaluating Educational Programs ~ 1 credit
NUR 590B ~ Nursing Practicum - A ~ 2 credits
NUR 542 ~ Dynamics of Family Systems ~ 3 credits
NUR 590B ~ Measuring Performance Standards ~ 3 credits
NUR 590C ~ Nursing Practicum - B ~ 2 credits
NUR 598 ~ Research Utilization Project ~ 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 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.
Applications 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

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 placement*

### 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.
- 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

### 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.

### 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 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. 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 598

### Course Descriptions for the MSN/MHA

**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.
  - 1 credit

**HCS 531**

- **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.
  - 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 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 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 545** ................................................................. 3 credits

### Health Law and Ethics

Students explore and analyze current ethical issues such as biomed- ical 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 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 environ- ment 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.
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.

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.

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.

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.

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.

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.

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.
COLLEGE OF EDUCATION (Online)

The College of Education is within the School of Education, Health and Human Services and offers graduate level degree and non-degree courses for educators. The Master of Arts in Education is the graduate degree program offered through the College of Education. Graduate non-degree programs include several state specific certificates/endorsements. Each student/applicant is responsible for checking with his/her state Department of Education and/or school district to determine specific credentialling requirements.

The College of Education works closely with other departments responsible for providing and administering academic preparation at the University and with each campus to ensure the quality delivery of all courses and programs.

Admission Requirements

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

- A completed and signed graduate application and application fee
- A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.
- Applicants whose native language is not English must have either:
  - achieved a minimum score of 213 on the computer-based exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - or-
  - achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
- or-
  - achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
- or-
  - successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.

- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - U.S. high school diploma or GED administered in English.
  - Equivalent of a U.S. high school diploma from a country in which English is the official language.

- Applicants (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
- 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.

- Students attending a local campus in Kentucky 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.

- Students attending a local campus in Kansas 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.

- Students attending a local campus in Missouri 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 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 with a Specialization in Administration and Supervision

The following Master of Arts in Education (MAEd) program with a specialization in Administration and Supervision is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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**

EDA 500 ................................................................. 0 credits
Orientation to Administration and Supervision

COM 516 ............................................................... 1 credit
Professional Communications

EDA 518 ................................................................. 3 credits
Leadership and Collaborative Processes

EDA 570 ................................................................. 3 credits
Equity, Diversity, and Access in Education

EDA 555 ................................................................. 3 credits
School Policy and Law for Principals

EDA 524 ................................................................. 3 credits
Supervision of Curriculum, Instruction, and Assessment

EDA 591A .............................................................. 1 credit
Principal Internship Part I: Instructional Leadership

EDA 528 ................................................................. 3 credits
Administration of Special Programs

EDA 535 ................................................................. 3 credits
Business and Facilities Management

EDA 560 ................................................................. 3 credits
Human Resources Leadership and Management

EDA 591B ~ ............................................................ 1 credit
Principal Internship Part II: Organizational Management

EDA 575 ................................................................. 3 credits
Family, Community, and Media Relations

EDD 581 ................................................................. 4 credits
Action Research and Evaluation

EDA 565 ................................................................. 3 credits
School Improvement Processes

- EDA 591C ~ .......................................................... 1 credit
- Principal Internship Part III: Community and Media Relation
- Students must also choose an elective from one of the following:
  - EDL 505 ............................................................ 3 credits
    Cultural Competency
  - EDL 531 ............................................................ 3 credits
    Mentoring and Coaching
  - AET 520 ............................................................ 3 credits
    Instructional Strategies in Adult Education and Training
  - AET 535 ............................................................ 3 credits
    Assessment and Evaluation in Adult Learning

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
  - Colorado students in the MAED/ADM or Principal Licensure Certificate (PLC) programs can have experience in public or non-public P-12 schools as a licensed or certified professional including school social worker and school nurse.
  - Idaho students must have 2.5 years of full-time certified experience in a P-12 setting. Students must provide a copy of their current certificate/license with their application materials.
  - Students in Nevada may not use substitute or student teaching experience toward their 18 months of required work experience. Their work experience must be a full-time contracted position in a K-12 setting.
  - All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

**Degree Requirements for the MAED/ADM**

- Completion of a minimum of 38 credits.
- A minimum program grade point average (GPA) of 3.0.
- Completion of e-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 may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

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

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

The following courses will not be waived from the degree program: COM 516, EDA 591A, EDA 591B, EDA 591C and EDD 581

Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum/internship courses, grades of "B-" are not accepted: EDA 591A, EDA 591B and EDA 591C. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum/internship course.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Institutional Recommendation

- Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for principal certification).
- Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they 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.
- Colorado: Students must verify three (3) years licensed experience in P-12 grades in order to obtain their principal certification and will need to provide verification of this. Acceptable licensed experience includes the following:

Teacher
School Counselor
School Nurse
School Social Worker
School Psychologist

Idaho: Students must have 4 years of full-time certified experience in a P-12 setting prior to being issued an Institutional Recommendation (IR).

Arizona:
- 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.state.az.us/asd/lep/.
- Students must verify three (3) years of classroom teaching experience prior to issuance of Institutional Recommendation.

Course Descriptions for the MAED/ADM

EDA 500 ................................................................................................................................. 0 credits

Orientation to Administration and Supervision

This course is designed to provide an orientation to the primary components of the Master of Arts in Education/ Administration and Supervision program. Students will be introduced to the program’s progression and degree completion requirements. Field experiences, electronic resources, E-portfolios, benchmark assignments, and the administrative internship will be discussed.

EDA 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.

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.

Equity, Diversity, and Access in Education

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, it focuses on the equitable participation of students, families, teachers, and staff in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

School Policy and Law for Principals

This course allows students to examine legal theory and practice in the context of the educational setting. The constitutional framework, court systems, legal issues, and their subsequent impact on schools are discussed, analyzed, and applied to current educational practices.
EDA 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 591A ................................................................................. 1 credit  
Principal Internship Part I: Instructional Leadership  
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

EDA 528 .................................................................................. 3 credits  
Administration of Special Programs  
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

EDA 535 .................................................................................. 3 credits  
Business and Facilities Management  
This course is a continuation of processes for managing business functions and for school facilities. Principal candidates will study school budgeting and accounting procedures, and they will study issues regarding facilities management. Principal candidates also will participate in field experiences related to business and facilities management.

EDA 560 .................................................................................. 3 credits  
Human Resources Management in Education  
This course will focus on the responsibilities of human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal will be examined. Strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism will be analyzed.

EDA 591B ................................................................................. 1 credit  
Principal Internship Part II: Organizational Management  
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

EDA 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 the 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.

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 591C ................................................................................. 1 credit  
Principals Internship Part III: Community and Media Relation  
This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

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.

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 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.

**Master of Arts in Education with a Specialization in Administration and Supervision**

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

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>MAED/ADM Required Course of Study</td>
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<td>Orientation, 0 Total Credits</td>
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<td>Orientation to Administration and Supervision</td>
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<td>Introductory Course, 1 Total Credit</td>
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<td>COM 516 ........................................................................... 1 credit</td>
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<td>Professional Communications</td>
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<td>Action Research and Evaluation, 4 Total Credits</td>
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<td>EDD 581CA ~ ..................................................................... 4 credits</td>
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<td>Administrative Practicum Part I: Instructional Leadership</td>
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<td>Administrative Practicum Part II: Organizational Management</td>
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<td>Principal Practicum Part III: Professional Perspectives and Reflective Practice</td>
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<td>Introduction to Principalship, 12 Total Credits</td>
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<td>Leadership and Collaborative Processes</td>
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<td>School Policy and Law for Principals</td>
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<td>EDA 575CA ~ ..................................................................... 3 credits</td>
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<td>Mentoring and Coaching</td>
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<td>AET 520CA ~ ..................................................................... 3 credits</td>
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<td>Instructional Strategies in Adult Education and Training</td>
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<td>Assessment and Evaluation in Adult Learning</td>
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<td>AET 531CA ~ ..................................................................... 3 credits</td>
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<td>Technology for the Adult Learner</td>
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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.
- 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
  - 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.

Academic Progression Requirements for the MAED/ADM

Students must meet all requirements prior to Practicum placement:
- Proof of passing score on the CBEST exam

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: COM 516, EDA 594ACA, EDA 594BCA, EDA 594CCA and EDD 591CA

Minimum Grade Requirement for the MAED/ADM

- A candidate must earn a grade of "B" (3.0) or better in the following practicum courses, grades of "B-" are not accepted: EDA 594ACA, EDA 594BCA and EDA 594CCA. Students who earn less than a grade of "B" (3.0) in any of these courses must repeat the course in order to continue in their one credit administrative practicum courses.
- Candidates who earn less than a grade of "B" (3.0) in any of these courses must complete a remediation plan and repeat the course.
- If the candidate does not receive a grade of "B" (3.0) or better on the second attempt, the candidate will be, scholastically suspended, permanently withdrawn from program.

Institutional Recommendation for the MAED/ADM

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR, request for principal certification). Refer to New Student Checklist and your state certification agency for specific requirements.

Upon completion, candidates must complete a University of Phoenix diploma application in order to receive a diploma and official transcript. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

Verification of employment in an administrative position prior to issuance of a Preliminary Administrative Credential. Those students who do not have an offer of employment in an administrative position may apply for a Certificate of Eligibility to seek employment.

Master of Arts in Education Administration and Supervision
Practicum for the MAED/ADM

- The Administrative Practicum is a minimum 240-hour placement. Each campus establishes operational policies related to placement and completion of the practicum. Candidates must follow the guidelines in place at their campus.
- Candidates must take the practicum courses concurrently with the practicum experience. If a candidate chooses to postpone the practicum, he/she must postpone their enrollment in the practicum courses.
- Candidates must pass each Administrative Practicum course with a grade of “B” or better in order to avoid Scholastic Disqualification.
- Candidates who are removed from a placement at the request of a school district administrator will be withdrawn from class and will be issued a grade of “F” by their faculty member.

Field Experience for the MAED/ADM

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 30-40 hours of verified field experiences. The focus of each field experience will relate to specific course content and will follow a structured format. Documentation of field experience must be uploaded to the electronic portfolio and will be reviewed by campus staff and faculty. Candidates must work with their campus to arrange field experience.

Note: The field experience hours are hours completed outside of the 240 hour Administrative Practicum experience.

Course Descriptions for the MAED/ADM

EDA 500CA ................................................................. 0 credits

Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Administration and Supervision Program. Students will be introduced to the program’s progression and degree completion requirements. Field experience, electronic resources, e-portfolio, and practicum 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, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes.

EDD 581CA ............................................................. 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.

EDA 594ACA ............................................................. 1 credit

Administrative Practicum Part I: Instructional Leadership
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

EDA 594BCA ............................................................. 1 credit

Administrative Practicum Part II: Organizational Management
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

EDA 594CCA ............................................................. 1 credit

Principal Practicum Part III: Professional Perspectives and Reflective Practice
This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and community relations will be addressed.

EDA 518CA ............................................................. 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.

EDA 570CA ............................................................. 3 credits

Equity, Diversity, and Access in Education
This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

EDA 555CA ............................................................. 3 credits

School Policy and Law for Principals
This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices.

EDA 575CA ............................................................. 3 credits

Family, Community and Media Relations
This course examines tools and models for promoting positive school relations with families, the community, and local media. Candidates will study and practice techniques for involving stakeholders, using conflict resolution and decision making tools, forming business and community partnerships, and using public relations concepts to support school policy. Candidates also will participate in field experiences related to media and community relations.
EDA 524CA ................................................................. 3 credits
Supervision of Curriculum, Instruction and Assessment
This course examines principals’ responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

EDA 528CA ................................................................. 3 credits
Administration of Special Programs
This course provides an overview of various federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

EDA 535CA ................................................................. 3 credits
Business and Facilities Management
In this course, candidates study the processes for managing business functions and school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

EDA 560CA ................................................................. 3 credits
Human Resources Leadership and Management
This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.

EDA 565CA ................................................................. 3 credits
School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Candidates review the types of assessments that a school leader needs to be familiar with, and how a school leader can use assessment data to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

EDL 505CA ................................................................. 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 531CA ................................................................. 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 520CA ................................................................. 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 535CA ................................................................. 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.

AET 531CA ................................................................. 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. It focuses on technologies, software applications, and the evaluation of technology. Additionally, the course incorporates the importance of copyright and educational fair use.
Master of Arts in Education with a Specialization in Curriculum and Instruction Reading

The following Master of Arts in Education (MAEd) program with a specialization in Curriculum and Instruction Reading is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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. In most instances, students must complete Foundation courses prior to the Specialization.

Program Category Requirements and Course Selections

Orientation, 0 total credits
RDG 501 ~ .................................................................................. 0 credits
Orientation to the Curriculum and Instruction Reading Program

Introductory Course, 1 total credit
COM 516 .................................................................................... 1 credit
Professional Communications

Foundations of Curriculum and Instruction, 9 total credits
CUR 506 ~ .................................................................................. 3 credits
Theories and Best Practices of Curriculum and Instruction
CUR 507 ~ .................................................................................. 3 credits
Social, Political, and Cultural Contexts of Schools
CUR 510 ~ .................................................................................. 3 credits
Teachers as Leaders

Foundations of Language and Literacy, 3 total credits
RDG 504 ~ .................................................................................. 3 credits
Theoretical and Research Foundations of Language and Literacy

Instructional Strategies for Reading and Writing, 6 total credits
RDG 522 ~ .................................................................................. 3 credits
Reading and Writing Instructional Strategies for Elementary
RDG 533 ~ .................................................................................. 3 credits
Reading and Writing Instructional Strategies for Adolescents
RDG 543 .................................................................................... 3 credits
Culturally Responsive Reading Methods and Materials

Content Area Reading, 3 total credits
RDG 523 ~ .................................................................................. 3 credits
Content Area Reading and Writing for Elementary
RDG 534 ~ .................................................................................. 3 credits
Content Area Reading and Writing for Adolescents

Assessment, 7 total credits
EDD 581 ~ .................................................................................. 4 credits
Action Research and Evaluation
RDG 555 ~ .................................................................................. 3 credits
Diagnosis and Remediation of Reading and Writing Difficulties

Practicum, 6 total credits
RDG 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 35 credits.

• A minimum program grade point average (GPA) of 3.0.

• Completion of Practicum courses 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: RDG 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 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 approved, 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 will not be waived from the degree program:
COM 516, EDD 581, RDG 560

**Electronic Portfolio for the MAED/CI-RD**

The College of Education requires students to submit specific assignments from selected courses within the program to an e-portfolio for evaluation and verification that students are meeting program standards. Data collected through e-portfolio assignments are then used by College personnel for accreditation and continuous program improvement.

**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 one or more students in a public, charter, or parochial school. 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. Candidates must work with their campus to arrange field experience.

**Course Descriptions for the MAED/CI-RD**

**RDG 501** 
Orientation to the Curriculum and Instruction Reading Program
This course is designed to provide an orientation to the primary components of the Curriculum and Instruction-Reading program. Candidates are introduced to the program’s progression and degree completion requirements. Field experience, the practicum, the teacher work sample, and completion of an e-portfolio are discussed.

**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 507** .......................... 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.
RDG 504 ................................................................................... 3 credits
Theoretical and Research Foundations of Language and Literary
This course provides students with foundational knowledge in the study and application of research into critical issues in the field of literacy. Topics include research on the development and expansion of literacy, sociocultural influences on literacy, how research informs literacy instruction, and models of the reading process.
RDG 522 ................................................................................... 3 credits
Reading and Writing Instructional Strategies for Elementary
This course considers the guiding principles of literacy development of children kindergarten through 6th grade. It examines diversity and the role of culture, community, family, and language in children’s growth as readers and writers. In addition, it considers the influence of assessment, technology, and print choices on children’s reading and writing development.
RDG 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.
RDG 545 ................................................................................... 3 credits
Culturally Responsive Reading Methods and Materials
This course focuses on reading and writing instructional methods that respond to the needs of culturally and linguistically diverse learners and the selection of materials to support that instruction. Candidates select methods that meet the needs of the school and community, evaluate the materials for suitability, and create a plan for communicating instructional methods and materials selection to the community.
RDG 523 ................................................................................... 3 credits
Content Area Reading and Writing for Elementary
This course focuses on methods and materials for teaching diverse elementary children to read and write well in various content areas. Candidates examine current critical issues affecting content area reading and writing, including state and national assessments. Effective reading and writing strategies, classroom management techniques, technology tools, media, and print materials which enhance children’s reading and writing in content areas are also examined.
RDG 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, 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.
RDG 555 ................................................................................... 3 credits
Diagnosis and Remediation of Reading and Writing Difficulties
This course focuses on assessing and addressing students’ strengths and needs in the areas of reading and writing. Topics include identifying appropriate assessments, managing implementation of assessments, and communicating assessment results to students and parents. In addition, selecting, planning, and implementing research-based instruction, selecting appropriate instructional materials, and using technology effectively are covered. The course includes a practical application project based on work with a student in a K-12 school setting.
RDG 560 ................................................................................... 6 credits
Reading Practicum
In this supervised practicum, candidates apply their knowledge of language and literacy theories, research, and best practices to an ongoing assessment-instruction process. Candidates work intensively with one or more primary or intermediate struggling readers at a public, charter, or parochial school daily for six weeks. They create a supportive literacy environment, assess a student’s strengths and needs, develop an individualized instructional plan that utilizes appropriate text and electronic resources, and implement sound instructional practices via their reading and writing lessons. In addition, candidates critically reflect on their practice in a journal, and submit a final report that synthesizes their instruction and their student’s performance, reflects on the process, and makes recommendations for teachers who work with the student and for parents. The seminar also provides a forum for open discussion of goals and problem solving based on practicum experience.
Master of Arts in Education/Adult Education and Training

The following Master of Arts in Education (MAED)/Adult Education and Training program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
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<td>AET 505</td>
<td>Foundations of Adult Education and Training</td>
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<td>AET 510</td>
<td>Critical Issues and Trends in Adult Education and Training</td>
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<td>Instructional Design</td>
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<td>Instructional Strategies in Adult Education and Training</td>
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<td>AET 525~</td>
<td>Facilitating Instruction for Diverse Adult Learners</td>
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<td>EDD 581</td>
<td>Action Research and Evaluation</td>
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Students must select one elective from the following:

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<tr>
<td>AET 550~</td>
<td>Performance Improvement and Management</td>
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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 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.

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 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
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.

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 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 those gaps, and evaluate training using Kirkpatrick’s four levels.

Overview of the Community College
This course provides an overview of the community college. It examines global, national, and local perspectives of the community college. The course also examines the history and development, mission and purpose, functions, governance and organization, and trends and issues of community colleges.

Master of Arts in Education/Elementary Teacher Education
The following Master of Arts in Education (MAEd)/Elementary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

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

**Introductory Course, 1 total credit**
COM 516  ................................................................................ 1 credit
Professional Communications

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

**Educational Theories and Models, 6 total credits**
MTE 508 ~ ................................................................................ 3 credits
Models, Theories, and Instructional Strategies
MTE 520 ~ ................................................................................ 3 credits
Maintaining an Effective Learning Climate

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

**Assessment, 3 total credits**
MTE 562 ~ ................................................................................ 3 credits
Assessment and Evaluation

**Reading, 4 total credits**
RDG 530 ~ ................................................................................ 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 532 ~ ................................................................................ 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 519 ~ ................................................................................ 4 credits
Elementary Student Teaching Part A
ELM 520 ~ ................................................................................ 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**
The requirements for admission to this program are as follows:
- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- 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.

For students residing in Idaho:
- Upon admission, students must have completed twelve (12) of the twenty (20) required semester credits in one of the endorsement areas below:
  - 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
- Information regarding credit/course requirements for each endorsement area can be located on the Idaho Department of Education website.

**Candidacy Status**
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.
- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.
- Missouri Students: Verification of 21 credit hour content specialization (Elementary Students).
  - English
  - Math
  - Science
  - Social Sciences
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).
• Arizona/Online students may submit passing scores on a comparable professional knowledge examination from another state or agency taken within the past 7 years.
• Students residing in Idaho must provide verification of the completion of any outstanding credits as indicated in the admissions requirements prior to student teaching.
• A grade of "C" or better is required for all education courses, including COM 516 for Missouri students.
• Verification of the completion of 100 hours of field 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: ELM 519, ELM 520
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Degree Completion Requirements for the MAED/TED-E
The degree completion requirements for the program are as follows:
• Completion of a minimum of 44 credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (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 course work as required by the state certification agency.
• Arizona or Online students may submit passing scores on a comparable professional knowledge examination from another state or agency taken within the past 7 years.
• Indiana candidates must provide verification of current CPR-Heimlich Maneuver certification prior to being recommended for their credential.

Residency Requirements and Course Waivers for the MAED/TED-E
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived in the MAED/TED programs: COM 516, ELM 519, ELM 520, RDG 530, MTE 507, MTE 508, RDG 542, MTE 520, MTE 532, MTE 539

In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past five years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; 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.

Arizona residents may only 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 http://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</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
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<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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**Field Experience for the MAED/TED-E**

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

**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.
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 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.

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

Models, Theories, and Instructional Strategies

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

MTE 520 .................................................................................. 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.

RDC 530 .................................................................................. 4 credits

Curriculum Constructs and Assessment: Reading and Language Arts

This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

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.

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 532 .................................................................................. 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 519 ................................................................. 4 credits
Elementary Student Teaching Part A

This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 520 ................................................................. 4 credits
Elementary Student Teaching Part B

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

Master of Arts in Education/Elementary Teacher Education (Nevada)

The following Master of Arts in Education (MAEd)/Elementary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 508 ~ ............................................................ 3 credits
Models, Theories, and Instructional Strategies
MTE 520 ............................................................. 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits

MTE 506 ~ ............................................................ 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562 ~ ............................................................ 3 credits
Assessment and Evaluation
Reading, 9 total credits
RDG 530 ~ ............................................................ 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
MTE 553 ............................................................ 3 credits
Instruction and Assessment of English Language Learners
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 532 ............................................................ 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 519 ............................................................ 4 credits
Elementary Student Teaching Part A
ELM 520 ~ ............................................................ 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.

Candidate Status
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.

  • Demonstration of basic skills proficiency.

  • Verification of fingerprint clearance.

  • Students at the Reno, Nevada campus are required to obtain Nevada Substitute Teacher license.

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.

Minimum Grade Requirements for the MAED/TED-E

• A candidate must earn a grade of “B” (grades of “I” and “B-” are not accepted) or better in the following courses: ELM 519, ELM 520.

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

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

Degree Completion Requirements for the MAED/TED-E

• 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.

Program Courses Waived
MAED/TED-E MTE 501, MTE 506, MTE 508
MAED/TED-S MTE 501, MTE 506, MTE 508

Field Experience for the MAED/TED-E
Beginning with the first course, and throughout the program, candi-
dates 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 eval-
uations must be posted to the students' electronic portfolio. Docu-
mentation of field experience must be uploaded to the electronic
portfolio and will be reviewed by campus staff and faculty. Can-
didates 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 stu-
dent 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.

Sample.
• 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.

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 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.

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 530 ............................................................... 4 credits
Curriculum Constructs and Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

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.
MTE 553 ................................................................. 3 credits

**Instruction and Assessment of English Language Learners**

This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multilingual curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

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 532 ............................................................... 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 519 ............................................................. 4 credits

**Elementary Student Teaching Part A**

This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.

ELM 520 ............................................................. 4 credits

**Elementary Student Teaching Part B**

This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.
Master of Arts in Education/Elementary Teacher Education (Utah)

The following Master of Arts in Education (MAEd)/Elementary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 508 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies
MTE 520 ................................................................. 3 credits
Maintaining an Effective Learning Climate

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

Assessment, 3 total credits
MTE 562 ~ ................................................................. 3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 530 ~ ................................................................. 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

Special Populations, 5 total credits
MTE 553 ................................................................. 3 credits
Instruction and Assessment of English Language Learners
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 532 ................................................................. 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 519 ~ ................................................................. 4 credits
Elementary Student Teaching Part A
ELM 520 ~ ................................................................. 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

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

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

Academic Progression Requirements for the MAED/TED-E
Candidates must provide verification of the following prior to beginning their student teaching experience. 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.
  • 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

Minimum Grade Requirements for the MAED/TED-E
• A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: ELM 519, ELM 520
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from the program.

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.
  • 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 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.
  • 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/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 waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
  • The course must have been completed at a regionally accredited, or candidate for accreditation, college or university.
  • The course must have been completed within the past five (5) years from current program enrollment agreement sign date with a grade of "B" (3.0) or better.
  • The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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 519, ELM 520, MTE 507, MTE 508, MTE 520, MTE 532, RDG 530, RDG 542, 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>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501 MTE 506, MTE 508</td>
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<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
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<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
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<tr>
<td>MAED/TED-E&amp;S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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</tbody>
</table>

Field Experience for the MAED/TED-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 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.
- 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.

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 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.

MTE 506 ................................................................................... 2 credits
**Assessment and Evaluation**
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including 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 530 .................................................................................. 4 credits
**Curriculum Constructs & Assessment: Reading and Language Arts**
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

MTE 553 ................................................................................... 3 credits
**Instruction and Assessment of English Language Learners**
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethicnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.

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

MTE 531 ................................................................................... 2 credits
**Curriculum Constructs & Assessment: History and Social Science**
This course defines and provides a context for teaching and assessing K-8 students in the areas of history and social science based on scope, sequence, and national and state standards. Instructional approaches for the content area within the framework of an integrated curriculum are explored, including the use of critical thinking skills and study skills. Students develop alternative assessments and traditional testing tools based on clear criteria, which are designed to yield accurate information on student progress.

MTE 532 ................................................................................... 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 519 ................................................................. 4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods including classroom management, grading, and strategies to increase parent communication and/or family and community involvement. In addition, students will receive practical guidance in securing a teaching position, time management, and developing and maintaining relationships with colleagues and parents. This seminar also provides a forum for open discussion and problem solving based on classroom experiences.
ELM 520 ................................................................. 4 credits
Elementary Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

Master of Arts in Education/Teacher Education
Secondary Mathematics (Texas Version)

The following Master of Arts in Education (MAEd)/Teacher Education Secondary Mathematics program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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. Courses requiring prerequisites are identified by a ~ symbol following the course number.

Program Category Requirements and Course Selections
Orientations, 0 total credits
MTE 507 ........................................................................ 0 credits
Orientation to Teacher Education
Introductory Course, 1 total credit
COM 516 ........................................................................ 1 credit
Professional Communications
Foundations of Education, 2 total credits
MTE 501 ~ ........................................................................ 2 credits
The Art and Science of Teaching
Human Development, 2 total credits
MTE 506 ~ ........................................................................ 2 credits
Child and Adolescent Development
Educational Theories and Models, 6 total credits
MTE 508 ~ ........................................................................ 3 credits
Models, Theories, and Instructional Strategies
MTE 520 .......................................................................... 3 credits
Maintaining an Effective Learning Climate
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
Methods and Assessment, 6 total credits
MTE 544 .......................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Math
MTE 562 ~ ........................................................................ 3 credits
Assessment and Evaluation
Secondary Elective Requirement, 3 total credits
EDD 520 ........................................................................ 3 credits
Critical Issues in Education
Student Teaching, 8 total credits
SEC 519 .......................................................................... 4 credits
Secondary Student Teaching Part A
SEC 520 ~ ........................................................................ 4 credits
Secondary Student Teaching Part B
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TEDSM
The requirements for admission to this program are as follows:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• 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
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 Level 1 Candidate Status.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Level 2 Candidate Status 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 by achieving passing scores on the Texas Higher Education Assessment
  • 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/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 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

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: SEC 519, SEC 520

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

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

Degree Completion Requirements for the MAED/TEDSM
• Completion of a minimum of 36 credits.

• A minimum program grade point average (GPA) of 3.0.

• Satisfactory completion and uploading of the Teacher Work Sample (TWS).

• Satisfactory completion of any required internship, student teaching, and/or practicum courses.

• Students must take courses within a sequence specified by course prerequisite requirements.

• 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 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 diploma awarded for this program will read as follows: Master of Arts in Education/Teacher Education - Secondary Mathematics

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 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/TEDSM
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived: COM 516, MTE 561, MTE 508, MTE 598, MTE 520, MTE 599, MTE 532, RDG 531, RDG 542, SEC 519, MTE 544, SEC 520, MTE 548 and SPE 514

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

• Candidates must take Student Teaching Part A & B concurrently.
• Candidates must earn a “B” or better in Student Teaching.
• Student teaching is a full-time experience. Each campus component 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.

Program Courses Waived

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<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501 MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>MTE 501 MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/TED-E&amp;S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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</tbody>
</table>

Student Teaching for the MAED/TEDSM

• 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.

Course Descriptions for the MAED/TEDSM

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTE 507</td>
<td>Orientation to Teacher Education</td>
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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 and complete Student Teaching Seminars through the Online campus during their student teaching experience.
• Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

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

Professional Communications
This course provides new graduate students in University of Phoe
nix programs with an introduction to strategies for academic suc
cess 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 assign
ments 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 educa
tion.

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

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

MTE 508 .................................................................................. 3 credits

Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teach
ning and learning. Students examine methods for teaching all stu
dents, explore lesson plan designs, analyze the most effective
teaching strategies to promote student learning, and develop a les
son 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, establish
ning expectations and procedures, motivating students, parent com
munication, managing disruptive students, and materials
management and record keeping. The course focuses on helping
teacher candidates to develop an individual classroom manage
ment plan appropriate for their targeted grade levels and needs.

RDG 542 .................................................................................. 3 credits

Curriculum Constructs & Assessment: Reading Methods for
Secondary Settings
This course focuses on the most current research, theory, and meth
ods of teaching literacy, in particular, reading, writing, and techno
logical 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 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 meaning
fully 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 544 .................................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary Mathematics
This course explores the secondary mathematics classroom, curric
ulum, 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 mathe
matics classroom. The course also helps prospective educators
develop skills in selecting and adapting instruction for diverse stu
dent populations. The course will also emphasize classroom man
agement skills as they relate to mathematics instruction.

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 tradi
tional 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 report
ning of evaluations are explored.

EDD 520 .................................................................................. 3 credits

Critical Issues in Education
This course is designed to allow students to explore current educa
tional issues and innovations in the context of their social and phi
losophical foundations. By analyzing these controversial topics and
their impact on education in today's society, students utilize critical
thinking techniques to make philosophical decisions and take a
stand on the issues. Changing social conditions, cultural influ
ences, and moral education are discussed in relation to schooling.

SEC 519 .................................................................................. 4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational
theories and methods. The course will focus on the following top
ics: the student teaching experience, the school culture, the learn
ning 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 class
room experiences.
SEC 520 ................................................................................... 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 Version)

The following Master of Arts in Education (MAEd)/Teacher Education Secondary Science program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 requirements for admission to this program are as follows:

- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.
- 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.

Program Category Requirements and Course Selections

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

 Introductory Course, 1 total credit
COM 516 ..................................................................................... 1 credit
Professional Communications

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

Educational Theories and Models, 6 total credits
MTE 508 ~ ................................................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 520 ................................................................................... 3 credits
Maintaining an Effective Learning Climate

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

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

Methods and Assessment Requirement, 6 total credits
MTE 548 ................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Science
MTE 562 ~ ................................................................................... 3 credits
Assessment and Evaluation

Secondary Elective Requirement, 3 total credits
EDD 520 ................................................................................... 3 credits

Critical Issues in Education

Student Teaching, 8 total credits
SEC 519 ................................................................................... 4 credits
Secondary Student Teaching Part A
SEC 520 ~ ................................................................................... 4 credits
Secondary Student Teaching Part B

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

Additional Admission Requirements for the MAED/TEDSS

- 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

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 Level 1 Candidate Status.
• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Level 2 Candidate Status 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 by achieving passing scores on the Texas Higher Education Assessment
• 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/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 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

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: SEC 519, SEC 520
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be scholastically suspended, permanently withdrawn, from this program.

Degree Completion Requirements for the MAED/TEDSS
• Completion of a minimum of 36 credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• 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 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 diploma awarded for this program will read as follows: Master of Arts in Education/Teacher Education - Secondary Science

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 Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

Residency Requirements and Course Waivers for the MAED/TEDSS
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.
The following courses may not be waived: COM 516, MTE 561, MTE 508, MTE 598, MTE 520, MTE 599, MTE 532, RDG 531, RDG 542, SEC 519, MTE 544, SEC 520, MTE 548 and SPE 514
In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:
• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past five years 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 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</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
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<tr>
<td>MAED/TED-E&amp;S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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</table>
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.
- 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 candidates being removed from the program. All 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 and complete Student Teaching Seminars through the Online campus during their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

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 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.

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.

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.
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 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 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 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 instructional and management plans for diverse student populations.
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.
EDD 520 ................................................................. 3 credits

Critical Issues in Education
This course is designed to allow students to explore current educational issues and innovations in the context of their social and philosophical foundations. By analyzing these controversial topics and their impact on education in today’s society, students utilize critical thinking techniques to make philosophical decisions and take a stand on the issues. Changing social conditions, cultural influences, and moral education are discussed in relation to schooling.
SEC 519 ................................................................. 4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: 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 520 ................................................................. 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 Middle Level Generalist (Texas Version)

The following Master of Arts in Education (MAEd)/Teacher Education Middle Level Generalist program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.
Courses requiring prerequisites are identified by a ~ symbol following the course number.

**Program Category Requirements and Course Selections**

**Orientations, 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 502: Models, Theories, and Instructional Strategies 3 credits
- MTE 520: Maintaining an Effective Learning Climate 3 credits

**Human Development, 2 total credits**
- MTE 506: Child and Adolescent Development 2 credits

**Reading, 4 total credits**
- RDG 531: Curriculum Constructs and Assessment: English Language Arts and Reading 4-8 4 credits

**Special Populations, 5 total credits**
- MTE 553: Instruction and Assessment of English Language Learners 3 credits
- SPE 514: Survey of Special Populations 2 credits

**Methods and Assessment, 9 total credits**
- MTE 531: Curriculum Constructs & Assessment: History and Social Science 2 credits
- MTE 532: Curriculum Constructs & Assessment: Science and Mathematics 4 credits
- MTE 562: Assessment and Evaluation 3 credits

**Student Teaching, 8 total credits**
- MTE 598: Student Teaching Part A 4 credits
- MTE 599: Student Teaching Part B 4 credits

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

**Additional Admission Requirements for the MAED/TEDMG**

The requirements for admission to this program are as follows:
- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

- 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.

**Academic Progression Requirements for the MAED/TEDMG**

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 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.

**Minimum Grade Requirements for the MAED/TEDMG**

- A candidate must earn a grade of "B" (grades of "I" and "B-") are not accepted) or better in the following courses: MTE 598, MTE 599
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be scholastically suspended, permanently withdrawn, from this program.

**Degree Completion Requirements for the MAED/TEDMG**

- Completion of a minimum of 37 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- 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 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 diploma awarded for this program will read as follows: Master of Arts in Education/Teacher Education - Middle Level Generalist

**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 Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

**Residency Requirements and Course Waivers for the MAED/TEDMG**
Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived: COM 516, MTE 507, MTE 508, MTE 598, MTE 520, MTE 599, MTE 532, RDG 531, RDG 542, SEC 519, MTE 544, SEC 520, MTE 548 and SPE 514

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

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past five years 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 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>
<th>Program</th>
<th>Courses Waived</th>
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<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 508</td>
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<tr>
<td>MAED/TED-S</td>
<td>MTE 501, MTE 506, MTE 508</td>
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**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.
• 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 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.

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 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 verification of placement.

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

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

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

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

MTE 520 ................................................................................... 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in 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 teachers 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 531 ................................................................................... 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 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.
Master of Arts in Education/Teacher Education Middle Level Mathematics (Texas Version)

The following Master of Arts in Education (MAEd)/Teacher Education Middle Level Mathematics program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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. 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 508 ~ .................................................................................. 3 credits
Models, Theories, and Instructional Strategies
MTE 520 ................................................................................... 3 credits
Maintaining an Effective Learning Climate
Human Development, 2 total credits
MTE 506 ~ .................................................................................. 2 credits
Child and Adolescent Development
Reading, 4 total credits
RDG 531 ~ .................................................................................. 4 credits
Curriculum Constructs and Assessment: English Language Arts and Reading 4-8

Survey of Special Populations
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 532 ................................................................................... 4 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 531 ................................................................................... 2 credits

MTE 599 ................................................................................... 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 506 ................................................................................... 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 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 598 ................................................................................... 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.

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: Science and Mathematics

Science

MTE 562 ................................................................................... 3 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 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 598 ................................................................................... 4 credits
Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 599 ................................................................................... 4 credits
Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 506 ................................................................................... 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 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 598 ................................................................................... 4 credits
Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 599 ................................................................................... 4 credits
Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
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 532 ................................................................. 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 562 ................................................................. 3 credits
Assessment and Evaluation
Middle Level Elective, 3 total credits
MTE 544 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Mathematics
MTE 548 ................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science
Student Teaching, 8 total credits
MTE 598 ................................................................. 4 credits
Student Teaching Part A
MTE 599 ................................................................. 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
The requirements for admission to this program are as follows:
• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
• 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.

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 100 hours of field 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: MTE 598, MTE 599
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be scholastically suspended, permanently withdrawn, from this program.

Degree Completion Requirements for the MAED/TEDMM
• Completion of a minimum of 38 credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Students must take courses within a sequence specified by course prerequisite requirements.
• 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 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.
• The diploma awarded for this program will read as follows: Master of Arts in Education/Teacher Education - Middle Level Mathematics

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 Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.
• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.
Residency Requirements and Course Waivers for the MAED/TEDMM

Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework. The following courses may not be waived: COM 516, MTE 561, MTE 507, MTE 508, MTE 598, MTE 520, MTE 599, MTE 532, RDG 531, RDG 542, SEC 519, MTE 544, SEC 520, MTE 548 and SPE 514. In order to waive a course in the required course of study, the student must have completed a previous course that meets the following criteria:

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past five years 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 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>
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<td>MAED/SPE</td>
<td>MTE 508</td>
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<tr>
<td>MAED/TED-E&amp;S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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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 and complete Student Teaching Seminars through the Online campus during their student teaching experience.
- Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

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 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.
Course Descriptions for the MAED/TEDMM

MTE 507 ........................................................................................................... 0 credits
Orientation to Teacher Education
This course is designed to provide an orientation to the primary components of the Teacher Education Program. Students will be introduced to the program’s progression and degree completion requirements. Field Experience, Electronic Resources, E-Portfolio, Student Teaching, and Teacher Work Sample will be discussed.
COM 516 ........................................................................................................... 1 credit

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

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

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

MTE 520 ........................................................................................................... 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.

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 553 ........................................................................................................... 3 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 533 ........................................................................................................... 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 534 ........................................................................................................... 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 532 ........................................................................................................... 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 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 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 for diverse student populations.
MTE 598 .......................................................... 4 credits
Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
MTE 599 .......................................................... 4 credits
Student Teaching Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

Master of Arts in Education/Teacher Education Middle Level Science (Texas Version)

The following Master of Arts in Education (MAEd)/Teacher Education Middle Level Science program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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

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

Introductory Course, 1 total credit
COM 516 .......................................................... 1 credit
Professional Communications

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

Educational Theories and Models, 6 total credits
MTE 508 ~ .......................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 520 .......................................................... 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506 ~ .......................................................... 2 credits
Child and Adolescent Development
Students using foreign credentials when enrolling in a program

Additional Admission Requirements for the MAED/TEDMS

Academic Progression Requirements for the MAED/TEDMS

Minimum Grade Requirements for the MAED/TEDMS

Degree Completion Requirements for the MAED/TEDMS

Completion of a minimum of 38 credits.

A minimum program grade point average (GPA) of 3.0.

Satisfactory completion and uploading of the Teacher Work Sample (TWS).

Satisfactory completion of any required internship, student teaching, and/or practicum courses.

Students must take courses within a sequence specified by course prerequisite requirements.

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 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 diploma awarded for this program will read as follows:
  Master of Arts in Education/Teacher Education - Middle Level Science

**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 Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work as required by the state certification agency.

**Residency Requirements and Course Waivers for the MAED/TEDMS**

Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived: COM 516, MTE 561, MTE 507, MTE 508, MTE 598, MTE 520, MTE 599, MTE 532, RDG 531, RDG 542, SEC 519, MTE 544, SEC 520, MTE 548 and SPE 514

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

• The course must have been completed at a regionally accredited, or candidate for accreditation, college or university;
• The course must have been completed within the past five years 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 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>
<td>MAED/TED-E&amp;S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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</tbody>
</table>

**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 and complete Student Teaching Seminars through the Online campus during their student teaching experience.
Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

**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 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.

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

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

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

**MTE 508** ................................................................. 3 credits

**Models, Theories, and Instructional Strategies**
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, especially those with special needs. Teachers 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.
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 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 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 for diverse student populations.

MTE 598 ................................................................. 4 credits
**Student Teaching Part A**
This course emphasizes the practical application of educational theories and methods. This course will focus on the student teaching experience and the design and implementation of the Teacher Work Sample. This seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 599 ................................................................. 4 credits
**Student Teaching Part B**
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on student teaching classroom experiences.

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**Master of Arts in Education/Secondary Teacher Education**

The following Master of Arts in Education (MAEd)/Secondary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 ................................................................................... 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**
MTE 508 ~ .................................................................................. 3 credits
Models, Theories and Instructional Strategies
MTE 520 .................................................................................. 3 credits
Maintaining an Effective Learning Climate

**Human Development, 2 total credits**
MTE 506 ~ .................................................................................. 2 credits
Child and Adolescent Development
Additional Admission Requirements for the MAED/TED-S

The requirements for admission to this program are as follows:

• Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.

• Students using foreign credentials when enrolling in a program leading to initial teacher certification/licensure must use a foreign credential evaluation service that is on both the approved University of Phoenix evaluation agency list and the State regulating board list of approved agencies for the particular state in which the student is attending to verify degree completion and equivalency to a United States undergraduate degree.

• A minimum equivalent of three (3) years post-high school work or volunteer experience.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

For students in the state of Indiana:

• 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)
  
  • 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.

For students residing in Idaho:

Upon admission, students must have completed all but six (6) semester (9 quarter) credit hours of the major and/or minor areas as stated below:

• American Government
• American Studies
• Anthropology
• Biological Science
• Business Technology Education
• Chemistry
• Communication
• Composition
• Creative Writing
• Earth Science
• Economics
• English
• Environmental Science
• Geography
• Geology
• History
• Life Science
• Literature
• Marketing Technology Education
• Mathematics - Basic
• Mathematics - Standard
• Natural Science
• Philosophy
• Physical Science
• Physics
• Political Science
• Psychology
• Reading
• Secondary Language Arts
• Social Studies
• Sociology
• Sociology/Anthropology
• Speech
• State History/Government

A major of at least 45 semester (68 quarter) credits in a single subject area may be used in lieu of a major or minor field.

Candidacy Status
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  • Demonstration of basic skills proficiency.
  • Verification of fingerprint clearance.

Missouri Students: Verification of Subject matter requirement:
(Secondary Students):
• English: 30 Credits
• Math: 30 Credits
• Science: 32 Credits
• Social Sciences: 40 Credits

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).
• Arizona/Online students may submit passing scores on a comparable professional knowledge examination from another state or agency taken within the past 7 years.
• Students residing in Indiana must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching
• Students residing in Idaho must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.
• Students residing in Iowa must provide verification of the completion of any outstanding credits as indicated in the admissions requirements prior to student teaching.
• A grade of "C" or better is required for all Education courses, including COM 516 for Missouri students.
• Verification of the completion of 100 hours of field 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: SEC 519, SEC 520
• Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
• If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Degree Completion Requirements for the MAED/TED-S
The degree completion requirements for the program are as follows:
• Completion of a minimum of 36 credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample (TWS).
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.
• Completion of Field Experience Observation Record (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.
Courses Waived

- The course must have been completed within the past five years.
- The course must have been completed at a regionally accredited institution.
- Students enrolled at the Utah or Nevada campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.
- Students enrolled in Indiana campus must complete any outstanding credits towards completion of their major/minor as indicated in the admissions requirements prior to student teaching.
- Arizona residents may only 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 http://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 waives.

<table>
<thead>
<tr>
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</tr>
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<td>MTE 501, MTE 506, MTE 508</td>
</tr>
<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
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<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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</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.

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

Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived in the MAED/TED programs: COM 516, RDG 530, MTE 507, MTE 508, RDG 542, MTE 520, MTE 532, MTE 539, SEC 519, SEC 520

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

- The course must have been completed at a regionally accredited, or candidate for accreditation, college or university;
- The course must have been completed within the past five years from current program enrollment agreement sign date with a grade of "B" (3.0) or better; 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.

University of Phoenix, 2012

COLLEGE OF EDUCATION (Online)
• 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.

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.
MTE 501 ................................................................................... 2 credits
The Art and Science of Teaching
This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
MTE 508 ................................................................................... 3 credits
Models, Theories, and Instructional Strategies
This course focuses on the theoretical models that underlie teaching and learning. Students examine methods for teaching all students, explore lesson plan designs, analyze the most effective teaching strategies to promote student learning, and develop a lesson plan.
MTE 520 ................................................................................... 3 credits
Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates to develop an individual classroom management plan appropriate for their targeted grade levels and needs.
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 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.
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 500 ................................................................. 3 credits

Structured English Immersion
This course will introduce students to the concept of SEI and SEI instruction 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.
MTE 539 .................................................................. 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 519 .................................................................. 4 credits

Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: 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 520 .................................................................. 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 (Nevada)
The following Master of Arts in Education (MAEd)/Secondary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 ................................................................. 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
- **MTE 508** ~ Models, Theories, and Instructional Strategies .................................................. 3 credits
- **MTE 520** ................................. 3 credits
- **Maintaining an Effective Learning Climate**

### Human Development, 2 total credits
- **MTE 506** ................................. 2 credits
- **Child and Adolescent Development**

### Assessment, 3 total credits
- **MTE 562** ................................. 3 credits
- **Assessment and Evaluation**

### Secondary Reading, 3 total credits
- **RDG 542** ................................. 3 credits
- **Curriculum Constructs & Assessment: Reading Methods for Secondary Settings**

### Special Populations, 5 total credits
- **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
- **MTE 544** ........................................ 3 credits
- **Curriculum Constructs and 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 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 519** ........................................ 4 credits
- **Secondary Student Teaching Part A**
- **SEC 520** ........................................ 4 credits
- **Secondary Student Teaching Part B**

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

### Additional Admission Requirements for the MAED/TED-S
- 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-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.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.
  - Students at the Reno, Nevada campus are required to obtain Nevada Substitute Teacher license

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.
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: ELM 519, ELM 520
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Degree 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

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, SEC 519, SEC 520, MTE 507, MTE 508, MTE 520, MTE 532, MTE 539, MTE 544, MTE 546, MTE 547, MTE 548, RDG 530, RDG 530FE, RDG 542, RDG 542FE, SPE 514, SPE 514FE

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

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Field Experience for the MAED/TED-S

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

Student Teaching for the MAED/TED-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.

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 ................................................................. 2 credits

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

MTE 508 ............................................................................... 3 credits

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

MTE 520 ............................................................................... 3 credits

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

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 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 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; social issues that are found in various social studies courses. 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, 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 and Assessment: Distance Education Methods for Secondary Schools
This course examines methods for incorporating distance learning into middle and high school settings. Various instructional and assessment strategies are explored, along with ethical issues related to the distance education environment. Students are given the opportunity to participate in an interactive, online environment.
MTE 557 .................................................................................... 3 credits
Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.
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 .................................................................................. 1 credits
Using Computers in Education
This course examines how emerging technology can affect the classroom teacher, school administrator, school board members, students, and parents. It explores how technology influences curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technology skills and knowledge are also the focal point of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.
SEC 519 .................................................................................... 4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: 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 520 .................................................................................... 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 (Utah)

The following Master of Arts in Education (MAEd)/Secondary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Utah. The availability of programs and concentrations depend on student demand and other factors. 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 .................................................................................... 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
MTE 508 ~ ................................................................. 3 credits
Models, Theories and Instructional Strategies
MTE 520............................................................................... 3 credits
Maintaining an Effective Learning Climate
Human Development, 2 total credits
MTE 506 ~ ........................................................................ 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562 ~ ........................................................................ 3 credits
Assessment and Evaluation
Secondary Reading, 3 total credits
RDG 542 ~ ........................................................................ 3 credits
Curriculum Constructs and 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
MTE 539............................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Methods
MTE 544............................................................................... 3 credits
Curriculum Constructs and 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 and Assessment: Secondary Science
Secondary Elective, 3 total credits
MTE 556............................................................................... 3 credits
Curriculum Constructs & Assessment: Distance Education Methods for Secondary Schools
MAT 504............................................................................... 3 credits
Adolescent Psychology
MAT 538............................................................................... 3 credits
Middle School Foundations and Philosophy
CMP 521................................. .................................................. 3 credits
Using Computers in Education
MTE 557............................................................................... 3 credits
Language Development for Secondary Settings
Student Teaching, 8 total credits
SEC 519~................................................................................ 4 credits
Secondary Student Teaching Part A
SEC 520 ~ ................................................................................ 4 credits
Secondary Student Teaching Part B
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the MAED/TED-S
The requirements for admission to this program are as follows:
- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- 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 both the approved University of Phoenix evaluation agency list and the State regulating board list of approved agencies (for the particular state in which the student is attending) to verify degree completion and equivalency to a United States undergraduate degree. Students attending the Online campus should abide by the regulations of the state in which they reside. In-house evaluations cannot be completed for programs leading to initial teacher certification.
- A minimum equivalent of three (3) years post-high school work or volunteer experience.
- All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

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

Academic Progression Requirements for the MAED/TED-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 professional knowledge examination from another state or agency taken within the past 7 years.
- 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

Minimum Grade Requirements for the MAED/TED-S

A candidate must earn a grade of "B" (grades of "I" and "B-" are not accepted) or better in the following courses: SEC 519, SEC 520

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

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

Degree Completion Requirements for the MAED/TED-S

The degree completion requirements for the program are as follows:

- Completion of a minimum of 36 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample (TWS).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- 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 Field Experience Observation Record (100 hours).
- Completion of e-portfolio.
- 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 state and U.S. Constitution course work as required by the state certification agency.

Arizona or Online students may submit passing scores on a comparable content knowledge examination from another state or agency taken within the past 7 years.

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

Students may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived in the MAED/TED programs: COM 516, RDG 530, MTE 507, MTE 508, RDG 542, MTE 520, MTE 532, MTE 539, SEC 519, SEC 520

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

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
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<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501 MTE 506, MTE 508</td>
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<tr>
<td>MAED/TED-S</td>
<td>MTE 501 MTE 506, MTE 508</td>
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<tr>
<td>MAED/SPE</td>
<td>MTE 508</td>
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<tr>
<td>MAED/TED-E &amp; S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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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.

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 ................................................................. 2 credits

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

MTE 508 ................................................................. 3 credits

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

MTE 520 ................................................................. 3 credits

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

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 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 539 ............................................................. 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 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.

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 development 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 examines how emerging technology can affect the classroom teacher, school administrator, school board members, students, and parents. It explores how technology influences curriculum, instructional design, and educational standards. Equity issues and the consequences to students who lack technology skills and knowledge are also the focal point of this course. This course uses a variety of media and technologies to prepare teaching materials, develop curriculum, and deliver instruction.
MTE 557 .................................................................................... 3 credits
Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner student. The course focuses on language acquisition development within alternative language service programs, and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

SEC 519 .................................................................................... 4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: 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 520 .................................................................................... 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 (MAEd)/Elementary Teacher Education program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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
Orientation to Teacher Education .................................................. 0 credits

Introductory Course, 1 total credit
COM 516 .................................................................................... 1 credit
Professional Communications

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

Educational Theories and Models, 6 total credits
MTE 508CA ~ ....................................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 520CA ........................................................................... 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506CA ~ ....................................................................... 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562CA ............................................................... 3 credits
Assessment and Evaluation

Reading, 4 total credits
RDG 534CA ............................................................ 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 531CA ............................................................... 2 credits
Curriculum Constructs & Assessment: History and Social Science
MTE 532CA ............................................................... 4 credits
Curriculum Constructs & Assessment: Science and Mathematics
MTE 534CA ............................................................... 2 credits
Curriculum Constructs & Assessment: Visual and Performing Arts
MTE 535CA ............................................................... 2 credits
Curriculum Constructs & Assessment: Physical Education and Health

Student Teaching, 8 total credits
ELM 523CA ............................................................. 4 credits
Elementary Student Teaching Part A
ELM 524CA ............................................................. 4 credits
Elementary Student Teaching Part B
The University reserves the right to modify the Required Course of Study.

Teacher Performance Assessment, 2 total credits
TPA 001 ................................................................. 1 credit
Subject Specific Pedagogy
TPA 002 ................................................................. 1 credit
Designing Instruction

Additional Admission Requirements for the MAED/TED-E
All applicants are expected to meet the following admissions requirements:

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidacy Status
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.

  • Demonstration of basic skills proficiency

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

  Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam. Students enrolled in MAED TED-E must pass all sections of the CSET: Multiple Subjects examination plus the additional CSET: Writing Skills examination will have met the basic skills requirement and will not need to pass the CBEST.

  • Verification of fingerprint clearance

  • Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:

    The candidate provides evidence of having passed the appropriate subject matter examination(s).

    The candidate provides evidence of having attempted the appropriate subject matter examination(s).

    The candidate provides evidence of registration for the next scheduled examination.

    The candidate provides evidence of having completed a Commission approved subject matter preparation program.

    The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

  • California students must have documentation of 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years.

  • Immunization or TB test results (District specific)
Academic Progression Requirements for the MAED/TED-E
Candidates must provide verification of the following prior to beginning their student teaching experience:
- Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).
- California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.
- Candidates enrolled in MAED TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.
- Verification of the completion of 100 hours of field 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: ELM 523CA, ELM 524CA
- A candidate must earn a “B” or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a “B” or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of “B” or better on the second attempt, the candidate will be Scholastically Suspended, permanently withdrawn, from this program.

Transfer Requirements for the MAED/TED-S
- California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.
- The following non-California (CA) courses can be transferred into the California specific program:
  - MTE 501 (2 credits)
  - MTE 505 (3 credits) or MTE 506 (2 credits)
  - MTE 508 (3 credits) or MTE 509 (2 credits)

Degree Requirements for the MAED/TED-E
- Completion of a minimum of 43 credits.
- A minimum program grade point average (GPA) of 3.0.
- Students must pass all four Teacher Performance Assessments (TPA).
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- Completion of Field Experience Observation Record (100 hours). To ensure student’s meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate’s e-portfolio.
- Completion of e-portfolio.
- In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

Transfer of non-California specific 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.

Required Course of Study
- The following courses may not be waived in the MAED/TED program:
  - MTE 551CA, RDG 530CA, RDG 542CA, SPE 514CA, TPA 001 and TPA 002

Program
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<th>Courses Waived</th>
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<td>MAED/TED-E</td>
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<td>MTE 501</td>
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<td>MTE 508</td>
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### Program Courses Waived

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<tr>
<td>MAED/SPE</td>
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<tr>
<td>MAED/TED-E&amp;S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
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### 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 MAED/TED-E must complete placements in two elementary grade levels. Placements must occur in two of the following grade levels: K-2, 3-5, or 6. One placement is for seven (7) weeks and the other placement is for eight (8) weeks. These must be self-contained classroom settings in which the candidates teach 6 of the 7 multiple subject areas to the same group of students.
- Students should complete student teaching within twelve (12) months from the completion date of their last required course in the program.
- Students must complete a minimum of 8 credit hours of student teaching, including the completion of a Teacher Work Sample project.

### Out of state Student Teaching

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

1. Candidates must enroll in the remaining Student Teaching Seminars through the Online campus while completing their student teaching experience.
2. Candidates need to work directly with the Online campus to complete the requirements for verification of placement.

### California Teaching Performance Assessment Policy

Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

1. 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.
2. These assessments can only be attempted two times each.
Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.

Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and 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 program
  - US Constitution (units or exam)
  - Verification of TB results
  - Documented 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years
  - Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
  - Two professional letters of recommendation completed in the past year
  - Completion of the following coursework: MTE 506CA, MTE 507CA, MTE 508CA, ELL 500 and MTE 520CA
  - If an intern candidate is removed from the university intern program, the university must notify the California Commission on Teacher Credentialing so the intern certificate can be deactivated by the Commission. If the candidate re-enters the program, the Commission must be notified in order to reactivate the intern credential.
  - Candidates who had been issued an Internship from another university must provide a letter of academic good standing from their previous university prior to being accepted in the Internship Program.

California Early Completion Option

- California residents may qualify, per state Commission requirements, for the early completion option. This allows candidates to complete only the supervised student teaching component and teaching performance assessment.
- Candidates who qualify for the early completion option must take TPA 001 and TPA 002, Student Teaching Seminars A & B and successfully complete the Teaching Performance Assessments 1, 2, 3 and 4.
- Candidates do not waive course work in MAED/TED and are not earning an MAED/TED degree.

Course Descriptions for the MAED/TED-E

MTE 501CA.................................................................0 credits

Orientations 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 501CA.................................................................2 credits

The Art and Science of Teaching

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

MTE 508CA.................................................................3 credits

Models, Theories, and Instructional Strategies

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

MTE 520CA.................................................................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 506CA .......................................................... 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 562CA .......................................................... 3 credits
Assessment and Evaluation
This course focuses on developing the skills necessary to become effective assessors. It provides the fundamentals of a variety of classroom assessments, including standardized, formative and summative, traditional, and performance classroom assessments. Learners focus on using a variety of assessment tools and construct objective and performance assessments. Additionally, the purposes, the methods, and the reporting of evaluations are explored.

RDG 530CA .......................................................... 4 credits
Curriculum Constructs and 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 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 531CA .......................................................... 2 credits
Curriculum Constructs and 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 532CA .......................................................... 4 credits
Curriculum Constructs and Assessment: Science and Mathematics
This course defines and provides a context for teaching and assessing K-8 students in the area of physical and performing arts based on scope, sequence, and national and state standards. An emphasis is placed on integrating art across the curriculum.

MTE 534CA .......................................................... 2 credits
Curriculum Constructs and Assessment: Visual and Performing Arts
This course defines and provides a context for teaching and assessing K-8 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 537CA .......................................................... 2 credits
Curriculum Constructs and 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.

ELM 523CA .......................................................... 4 credits
Elementary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the learning environment, designing and implementing assessments in preparation for the CaTPA 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.
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/Secondary Teacher Education (California)
The following Master of Arts in Education (MAEd)/Secondary Teacher Education program is approved to be offered at these University of Phoenix campus locations: California. The availability of programs and concentrations depend on student demand and other factors. 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 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 501CA ~ ......................................................................... 2 credits
The Art and Science of Teaching

Educational Theories and Models, 6 total credits
MTE 508CA ~ ......................................................................... 3 credits
Models, Theories, and Instructional Strategies
MTE 520CA ......................................................................... 3 credits
Maintaining an Effective Learning Climate

Human Development, 2 total credits
MTE 506CA ~ ......................................................................... 2 credits
Child and Adolescent Development
Assessment, 3 total credits
MTE 562CA ................................................................. 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 ........................................................................ 2 credits
Instructional Methods for English Language Learners
SPE 514CA ..................................................................... 2 credits
Survey of Special Populations

Secondary Methods and Assessment, 3 total credits
MTE 543CA ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Visual & Performing Arts
MTE 544CA ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Math
MTE 546CA ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary English/Language Arts
MTE 547CA ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary History/Social Science
MTE 548CA ................................................................. 3 credits
Curriculum Constructs & Assessment: Secondary Science
MTE 550CA ................................................................. 3 credits
Curriculum Constructs & Assessment: Global Languages
MTE 551CA ................................................................. 3 credits
Curriculum Constructs & Assessment: Physical Education

Secondary Elective, 2 total credits
MTE 541CA ................................................................. 2 credits
Language Development for Secondary Settings

Student Teaching, 8 total credits
SEC 523CA ............................................................... 4 credits
Secondary Student Teaching Part A
SEC 524CA ............................................................... 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

Additional Admission Requirements for the MAED/TED-S

• 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 MAED/TED. Candidates in the MAED/TED-E and MAED/TED-S programs must sign the California Teaching Performance Assessment (TPA) Code of Honor Guidelines.

• A minimum equivalent of three (3) years post-high school work or volunteer experience.

• All applicants must be currently employed or have access to a suitable work environment for the completion of course assignments.

Candidate Status

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

• Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.

• Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.

• Demonstration of basic skills proficiency

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

Online students who reside in California and are enrolled in a California approved program (MAED/TED-E or MAED/TED-S) must successfully pass the CBEST exam.

Students enrolled in MAED TED-E must pass all sections of the CSET. Multiple Subjects examination plus the additional CSET: Writing Skills examination will have met the basic skills requirement and will not need to pass the CBEST.

• Verification of fingerprint clearance
• Students enrolled in this program (Elementary or Secondary) must provide one of the following verifications prior to the completion of 12 semester credits in the program:

The candidate provides evidence of having passed the appropriate subject matter examination(s).

The candidate provides evidence of having attempted the appropriate subject matter examination(s).

The candidate provides evidence of registration for the next scheduled examination.

The candidate provides evidence of having completed a Commission approved subject matter preparation program.

The candidate provides evidence of continuous progress toward meeting the subject matter requirement.

• California students must have documentation of 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years.

• TB test results (District specific)

Academic Progression Requirements for the MAED/TED-S

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

• Passing scores on the designated state content knowledge exam (elementary content or secondary content area specific).

• California students must pass the following courses: TPA 001 and TPA 002 prior to beginning their student teaching experience.

• Candidates enrolled in MAED TED-E and S must receive passing scores on the following assessments: TPA 1 Subject-specific Pedagogy and TPA 2 Designing Instruction prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

• Verification of the completion of 100 hours of field 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: SEC 523CA, SEC 524CA

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

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

Transfer Requirements for the MAED/TED-S

Transfer of non-California specific coursework

• California MAED/TED programs will accept a maximum of 10 credits of non-California (CA) coursework as identified in the list below. COM 516 is not included in the 10 credits and does not need to be repeated.

• The following non-California (CA) courses can be transferred into the California specific program:
  - MTE 501 (2 credits)
  - MTE 505 (3 credits) or MTE 506 (2 credits)
  - MTE 508 (3 credits) or MTE 509 (2 credits)

Degree Requirements for the MAED/TED-S

• Completion of a minimum of 37 credits.

• A minimum program grade point average (GPA) of 3.0.

• Students must pass all four Teacher Performance Assessments (TPA).

• Satisfactory completion of any required internship, student teaching, and/or practicum courses.

• Students must take courses within a sequence specified by course prerequisite requirements.

• Completion of Field Experience Observation Record (100 hours). To ensure student's meet this requirement documentation will be periodically uploaded, reviewed, and maintained in the candidate's e-portfolio.

• Completion of e-portfolio.

• In order to receive an institutional recommendation and/or state certification, candidates may need to meet other requirements as set forth by their state of residency. Candidates are advised to check with their State Department of Education for any additional certification requirements.

• The diploma awarded for these programs will read as follows: Master of Arts in Education Secondary Teacher Education

Institutional Recommendation for the MAED/TED-S

Candidates must meet all current state certification requirements prior to being issued an Institutional Recommendation (IR) (request for state teaching credential). Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.

• Candidates in the MAED/TED-E must pass the RICA exam

• Candidates completing the California approved MAED/TED-E or S program must provide verification of current CPR certification prior to being recommended for their credential.

• Candidates must provide verification of U.S. Constitution (with a grade of “C” or better), or exam as required by the state certification agency.

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

Students may waive a maximum of six (6) credits from their required course of study on the basis of prior regionally accredited transferable coursework.

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

• The course must have been completed at a regionally accredited, college or university.

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

• The following courses may not be waived in the MAED/TED programs: COM 516, SEC 523CA, SEC 524CA, MTE 507CA, MTE 508CA, MTE 520CA, MTE 532CA, MTE 543CA, MTE 544CA, MTE 546CA, MTE 547CA, MTE 548CA, MTE 550CA, MTE 551CA, RDG 530CA, RDG 532CA, SPE 514CA, TPA 001 and TPA 002

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

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Field Experience for the MAED/TED-S
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 MAED/TED-S must complete a full-time student teaching experience (minimum 15 weeks) in which they teach two content areas and/or two grade-levels within their discipline. Candidates must student teach in the disciplines covered by their subject matter competency exams.

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

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

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

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

2. Candidates need to work directly with the Online campus to complete the requirements for verification of placement.
California Teaching Performance Assessment Policy

Candidates must receive passing scores on TPA 001: Subject-Specific Pedagogy (course and assessment) and TPA 002: Designing Instruction (course and assessment) prior to beginning their student teaching experience. Verification of scores is maintained by the campus Credential Analyst.

Candidates may attempt the Teaching Performance Assessment 1: Subject-Specific Pedagogy and Teaching Performance Assessment 2: Designing Instruction a total of three times each. Candidates are required to retake TPA 001 or TPA 002 courses if they have failed the corresponding assessment two times. This retake must be completed prior to the third attempt.

Teaching Performance Assessment 3: Assessing Learning and Teaching Performance Assessment 4: Culminating Teaching Experience are completed during the student teaching experience. These assessments can only be attempted two times each.

Candidates must earn a score of 3 or 4 on each Teaching Performance Assessment to be considered passing. Scores of 1 or 2 are not considering passing scores.

Candidates who are unable to pass any assessment after the allotted number of attempts are permanently removed from the program.

TPA 1 and TPA 2 = 3 attempts
TPA 3 and TPA 4 = 2 attempts

Students who transfer into MAED/TED 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 Bachelor's degree from a regionally accredited institution
  - Letter of Intent to Hire
  - Signed Internship Agreement
  - Certificate of Clearance
  - Continuous enrollment in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program)
  - US Constitution (units or exam)
  - Verification of TB results
  - Documented 6 months (240 hours) of previous work or volunteer experience with children within the past 5 years

- Dispositions Assessments (Self-Evaluation Dispositions Rubric and Personal Assessment Interview)
- Two professional letters of recommendation completed in the past year
- Completion of the following coursework: MTE 506CA, MTE 507CA, MTE 508CA, ELL 500 and MTE 520CA

If an intern candidate is removed from the university internship 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 501CA..............................................................................2 credits

The Art and Science of Teaching

This course introduces teaching as both an art and a science. Topics for discussion include an historical overview, basic philosophies, professionalism, legal/ethical ramifications, in addition to trends and issues in education. Students will reflect on their motivations to teach and will begin developing a personal philosophy of education.
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 520CA ................................................................. 3 credits

Maintaining an Effective Learning Climate
This course examines the strategies used in managing a positive classroom environment within the framework of today’s diverse student population. Topics include models of discipline, establishing expectations and procedures, motivating students, parent communication, managing disruptive students, and materials management and record keeping. The course focuses on helping teacher candidates develop an individual classroom management plan appropriate for their targeted grade levels and needs.
MTE 506CA ................................................................. 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 562CA ................................................................. 3 credits

Curriculum Constructs & Assessment: Reading Methods for Secondary Settings
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: Secondary Visual and Performing Arts
This course explores the range of issues related to the visual and performing arts in middle and secondary school settings. Participants identify the educational needs of secondary 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 544CA ................................................................. 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 546CA ................................................................. 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 543CA ................................................................. 3 credits

Language Arts
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 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 ELLs with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 547CA ................................................................. 3 credits

Curriculum Constructs and Assessment: Secondary English/ Language Arts
This course explores the application of basic instructional methods to the content area of English/language arts in middle school and high school settings. Participants identify the educational needs of middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and social issues that impact reading, listening, speaking, and writing in the classroom. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.
MTE 548CA ................................................................. 3 credits

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 549CA ................................................................. 3 credits
MTE 548CA ............................................................................. 3 credits
Curriculum Constructs and Assessment: Secondary Science
This course is designed to prepare students to teach science at the secondary school level. To meet this objective, students will explore the instructional methods in science content areas in middle level and high school settings. Participants will identify the educational needs of secondary students by exploring current instructional theory; national, state, and local standards; and social issues that impact the science classroom. The course also helps prospective educators develop skills in selecting and adapting instruction and management plans for diverse student populations.

MTE 550CA ............................................................................. 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 middle level and secondary students by exploring current instructional theory, models, and strategies; state, local, and national standards as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

MTE 551CA ............................................................................. 3 credits
Curriculum Constructs and Assessment: Physical Education
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 541CA ............................................................................. 2 credits
Language Development for Secondary Settings
This course examines second language acquisition theories, strategies, and the nature of cognitive and affective language development to assist the secondary teacher of the English Language Learner (ELL) student. The course focuses on language acquisition development within alternative language service programs and it provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse secondary students. It examines the critical elements of learning issues associated with linguistically diverse students including the learning styles and interconnected variables that interact in second language learning, thought processes, and the relationship to content mastery. The course also focuses on the structure and use of the English language to ensure oral and written accuracy and correct punctuation and intonation for those working with linguistically diverse secondary populations.

SEC 523CA ...............................................................................4 credits
Secondary Student Teaching Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: student teaching experience, the learning environment, designing and implementing assessments in preparation for the CalTPA Task Three: Assessing Learning Task, and developing as a professional educator. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences and the ability to use and apply the Teaching Performance Expectations.

SEC 524CA ...............................................................................4 credits
Secondary Student Teaching Part B
This course will focus on the elements of the 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 Asessments, 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/Special Education

The following Master of Arts in Education (MAED)/Special Education program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 (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. Program teaching experiences 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 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 and debt interest.

The requirements for admission to this program are as follows:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. 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 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.

Program Category Requirements and Course Selections

**Orientations, 0 total credits**

MTE 507 .......................................................................................... 0 credits
Orientation to Teacher Education

**Introductory Course, 1 total credit**

COM 516 .......................................................................................... 1 credit
Professional Communications

**Foundations of Special Education, 3 total credits**

SPE 513 ~ .................................................................................. 3 credits
Orientation to the Exceptional Child

**Educational Theories and Models, 9 total credits**

MTE 508 ~ .................................................................................. 3 credits
Models, Theories, and Instructional Strategies

SPE 511 ~ .................................................................................. 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 530 ~ .................................................................................. 4 credits
Curriculum Constructs & Assessment: Reading and Language Arts

**Instruction and Management for Special Needs Students, 16 total credits**

SEI 500 .................................................................................. 3 credits
Structured English Immersion

SEI 503~ .................................................................................. 3 credits
Advanced Structured English Immersion Methods

SPE 531 ~ .................................................................................. 3 credits
Characteristics of MR & Developmental Disabilities

SPE 537 ~ .................................................................................. 3 credits
Characteristics of Learning Disabilities

SPE 544 ~ .................................................................................. 3 credits
Characteristics of Emotional & Behavioral Disorders

SPE 556 ~ .................................................................................. 3 credits
Characteristics of Physical & Health Disabilities

**Student Teaching, 8 total credits**

SPE 588 ~ .................................................................................. 4 credits
Special Education Student Teaching: Part A

SPE 589 ~ .................................................................................. 4 credits
Special Education Student Teaching: Part B

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

Additional Admission Requirements for the MAED/SPE

The requirements for admission to this program are as follows:

- Students enrolled in this program must have a bachelor’s degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

- 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 United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.

Candidacy Status

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program 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.
• Demonstration of basic skills proficiency.
• Verification of fingerprint clearance.

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

Academic Progression Requirements for the MAED/SPE

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

• Immunization or TB test results (District specific)
• Verification of content knowledge mastery prior to student teaching.
• 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/SPE

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

Degree Completion Requirements for the MAED/SPE

The degree completion requirements for the program are as follows:

• Completion of a minimum of 46 credits.
• A minimum program grade point average (GPA) of 3.0.
• Satisfactory completion and uploading of the Teacher Work Sample
• Satisfactory completion of any required internship, student teaching, and/or practicum courses.
• Students must take courses within a sequence specified by course prerequisite requirements.

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 Field Experience Observation Record (100 hours).
• Completion of e-portfolio.
• The diploma awarded for this program will read as follows: Master of Arts in Education Special Education

Institutional Recommendation for the MAED/SPE

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

Upon completion, candidates must complete a University of Phoenix Diploma Application in order to receive a diploma and official transcript. Candidates’ records will be analyzed to ensure that they have met all academic and financial requirements of their programs. An IR cannot be completed until this process has been finished. This will ensure that candidates have met all of their obligations to the University before they receive an IR from the University.

• Candidates must pass their state-mandated professional knowledge exam.
• Candidates must provide verification of state and U.S. Constitution course work 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 may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework. The following courses may not be waived in the MAED/SPE program: COM 516, SPE 511, SPE 588, MTE 508, SPE 537, SPE 589, RDG 530, SPE 575

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

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

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: http://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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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 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 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.
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 mental retardation and developmental disabilities. Attention is given to legal foundations, learner characteristics, and instructional considerations. Emphasis is placed on collaborating with families with children with mental retardation and developmental disabilities.

SPE 537 ................................................................. 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 Disabilities

This course provides an in-depth examination of students with emotional and behavioral difficulties. Attention is given to federal and state regulations, learner characteristics, student identification, and program models. Emphasis is placed on behavioral techniques, classroom management skills, and instructional practices.

SPE 556 ................................................................. 3 credits

Characteristics of 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 588 ................................................................. 4 credits
Special Education Student Teaching, Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

SPE 589 ................................................................. 4 credits
Special Education Student Teaching: 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 Version)

The following Master of Arts in Education (MAEd) program with a specialization in Special Education-Cross-Categorical is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 (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

<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</td>
</tr>
<tr>
<td>COM 516</td>
<td>Professional Communications</td>
<td>1</td>
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<tr>
<td>SPE 513</td>
<td>Orientation to the Exceptional Child</td>
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</tr>
<tr>
<td>MTE 508</td>
<td>Models, Theories, and Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>SPE 511</td>
<td>Special Education Methods</td>
<td>3</td>
</tr>
<tr>
<td>SPE 512</td>
<td>Special Education Assessment and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>SPE 590</td>
<td>Characteristics of Exceptionalities</td>
<td>3</td>
</tr>
<tr>
<td>RDG 530</td>
<td>Inclusion Strategies of the Special Educator</td>
<td>4</td>
</tr>
<tr>
<td>MTE 553</td>
<td>Curriculum Constructs &amp; Assessment: Reading and Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>MTE 532</td>
<td>Instruction and Assessment of English Language Learners</td>
<td>4</td>
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<tr>
<td>SPE 575</td>
<td>Curriculum Constructs &amp; Assessment: Science and Mathematics</td>
<td>3</td>
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<tr>
<td>SPE 588</td>
<td>Special Education Student Teaching: Part A</td>
<td>4</td>
</tr>
<tr>
<td>SPE 589</td>
<td>Special Education Student Teaching: Part B</td>
<td>4</td>
</tr>
</tbody>
</table>

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

Additional Admission Requirements for the MAED/SPE

The requirements for admission to this program are as follows:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- 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 regulatory 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
The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency by passing scores on the Texas Higher Education Assessment.
  - Verification of fingerprint clearance.

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

Academic Progression Requirements for the MAED/SPE
Candidates must provide verification of 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 (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.

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 588, SPE 589
- Candidates must earn a "B" or better in Student Teaching Part A & B in order to complete this program. Candidates who do not earn a "B" or better will be required to repeat the seminar(s) in which the candidate did not receive the required minimum grade and the related portion of student teaching. The Campus College chair will coordinate with the Cooperating/Mentor Teacher and Faculty Supervisor to design a remediation plan.
- If the candidate does not receive a grade of "B" or better on the second attempt, the candidate will be Scholastic Suspension (permanently withdrawn) from the program.

Degree Completion Requirements for the MAED/SPE
The degree completion requirements for the program are as follows:
- Completion of a minimum of 38 credits.
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.

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 Field Experience Observation Record (100 hours).
- Completion of e-portfolio.
- The diploma awarded for this program will read as follows: Master of Arts in Education Special Education

Institutional Recommendation for the MAED/SPE
Upon completion of the MAED/SPE program, candidates must complete a University of Phoenix diploma application. Candidates' records will be analyzed to ensure that they have met all academic and financial requirements of their program. Once they have been cleared, they will receive their diploma and an official transcript. An Institutional Recommendation (request for teaching credential) cannot be completed until this process has been finished. This will ensure that candidate have met all of their obligations to the University before they are eligible for certification at the state.

Candidates must pass their state-mandated special education content knowledge exam and their professional knowledge exam. Candidates must provide verification of state and US Constitution course work 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 may waive a maximum of six (6) credits from their required course of study on the basis of prior graduate-level college coursework.

The following courses may not be waived in this program:
- COM 516, MTE 501, MTE 506, MTE 508, RDG 530, SPE 511, SPE 575, SPE 588, SPE 589, SPE 590

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

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Courses Waived</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAED/TED-E</td>
<td>MTE 501, MTE 506, MTE 508</td>
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</table>
Courses Waived

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<td>MTE 508</td>
</tr>
<tr>
<td>MAED/TED-E&amp;S</td>
<td>MTE 501CA, MTE 506CA, MTE 508CA</td>
</tr>
</tbody>
</table>

Field Experience for the MAED/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 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 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

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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.

Professional Communications

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.

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.

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.

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 diagnostic assessment 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.
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.
RDG 530 ................................................................. 4 credits

Curriculum Constructs & Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.
MTE 553 ................................................................. 3 credits

Instruction and Assessment of English Language Learners
This course focuses on education for the English Language Learner (ELL). It emphasizes knowledge of and sensitivity to the history and to the culture of other languages and ethnic groups, as well as to multiethnic curriculum and instruction. It provides strategies for effective instruction, including standards-based lesson planning and implementation models, and assessment of linguistically diverse K-12 students. In addition, the course addresses ways in which a learner-centered approach to teaching can provide English Language Learners with a greater opportunity to interact meaningfully with educational materials as they learn subject matter and acquire English.
MTE 532 ................................................................. 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.
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 588 ................................................................. 4 credits

Special Education Student Teaching, Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The seminar also provides a forum for open discussion and problem solving based on student teaching classroom experiences.
SPE 589 ................................................................. 4 credits

Special Education Student Teaching: 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, Early Childhood Education
The following Master of Arts in Education (MAEd) program with a specialization in Early Childhood Education is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 (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 bachelor’s 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. Student teachers work with a cooperating teacher and with a University of Phoenix faculty advisor in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. 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 early childhood educator. Throughout the program, students are required to complete a minimum of 100 hours of verified field experiences. The focus of observations related to specific course content will be conducted in an early childhood setting that serves children birth through preschool as well as in an early childhood setting that serves children in kindergarten through grade three. Documentation will be maintained in the student’s professional portfolio.

This program is an Arizona-approved program designed to meet the academic requirements for Arizona certification.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 360-725-6320 or profed@k12.wa.us to determine whether this education program is approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.
For more information about our graduation 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.

**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 Early Childhood Development, 3 total credits**
- ECH 506 ................................................................................... 3 credits
  Introduction to Early Childhood Education

**Educational Theories and Models, 6 total credits**
- MTE 508 ................................................................................... 3 credits
  Models, Theories, and Instructional Strategies
- ECH 521 ................................................................................... 3 credits
  Maintaining an Effective Learning Climate

**Early Childhood Development, 3 total credits**
- ECH 513 ................................................................................... 3 credits
  Growth and Development in Early Childhood

**Assessment, 3 total credits**
- ECH 548 ................................................................................... 3 credits
  Early Childhood Assessment Strategies

**Reading and Literacy, 4 total credits**
- ECH 532 ................................................................................... 4 credits
  Methods of Teaching in Early Childhood: Language and Literacy

**Special Populations, 8 total credits**
- SEI 500 ................................................................................... 3 credits
  Structured English Immersion
- ECH 514 ................................................................................... 2 credits
  Survey of Special Populations
- SEI 503 ................................................................................... 3 credits
  Advanced Structured English Immersion Methods

**Instructional Methods, 10 total credits**
- ECH 527 ................................................................................... 2 credits
  Methods of Teaching in Early Childhood: The Arts
- ECH 529 ................................................................................... 4 credits
  Methods of Teaching in Early Childhood: Mathematics and Science
- ECH 534 ................................................................................... 2 credits
  Methods of Teaching in Early Childhood: Social Studies
- ECH 526 ................................................................................... 2 credits
  Methods of Teaching in Early Childhood: Physical Education

**Student Teaching, 8 total credits**
- ECH 546 ................................................................................... 4 credits
  Early Childhood Student Teaching, Part A
- ECH 556 ................................................................................... 4 credits
  Early Childhood Student Teaching, Part B

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

**Additional Admission Requirements for the MAED/ECH**

The requirements for admission to this program are as follows:

- Students enrolled in this program must have an undergraduate degree from a regionally accredited college or university or equivalent undergraduate degree earned at a recognized foreign institution.
- 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 United States and its territories are eligible to enroll into a University of Phoenix bachelor or master of education program.

**Candidacy Status**

The College of Education has two levels of review consisting of Level 1 Candidate Status and Level 2 Candidate Status. Applicants must meet requirements for both levels of candidacy status to continue in their program with no interruption of scheduling.

- Level 1 Candidate Status is completed upon admission to the University. Students who are admitted have met the requirements for Candidate Status Level 1.
- Level 2 Candidate Status is completed prior to the completion of 12 semester credits of the program. To meet the Candidate Status Level 2 requirements, the following items must be completed. Evidence that these requirements have been met must be uploaded to the Teacher Education Program Requirement DRF in the e-portfolio.
  - Demonstration of basic skills proficiency.
  - Verification of fingerprint clearance.

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

**Academic Progression Requirements for the MAED/ECH**

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.
- Candidates residing in Puerto Rico must show verification of passing score on PCMAS prior to being issued an Institutional Recommendation.
- 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 "T" and "B-" are not accepted) or better in the following courses: ECH 546, ECH 556
- 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 program.

Degree Completion Requirements for the MAED/ECH

The degree completion requirements for the program are as follows:

- Completion of a minimum of 46 credits
- A minimum program grade point average (GPA) of 3.0.
- Satisfactory completion and uploading of the Teacher Work Sample
- Satisfactory completion of any required internship, student teaching, and/or practicum courses.
- Students must take courses within a sequence specified by course prerequisite requirements.
- 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 Field Experience Observation Record (100 hours).
- Completion of e-portfolio.
- The diploma for this program will read as follows: Master of Arts in Education Early Childhood Education

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 course work 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.
- Candidates in Puerto Rico must provide verification of passing score on PCMAS.
• 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/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 Puerto Rico are only required to student teach in one (1) early childhood setting (Birth- Age 8) for a full semester.

• 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 "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 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/ECH

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.

ECH 506 .................................................................................................... 3 credits

Introduction to Early Childhood Education

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

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.

ECH 521 .................................................................................................... 3 credits

Maintaining an Effective Learning Climate

This course examines developmentally effective strategies used in managing a positive learning environment within the framework of today's diverse early childhood population. Topics include models of discipline, establishing expectations and procedures, motivating children, family communication, managing disruptive children, technology integration, and materials management and record keeping. Students will develop an individual classroom management plan for an early childhood setting.

ECH 513 .................................................................................................... 3 credits

Growth and Development in early Childhood

This course examines the theories, concepts, and trends related to early childhood growth and development from prenatal development through the early school years. It examines the physical, social, emotional, cognitive, and language and literacy development of children 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.
Survey of Special Populations
This course provides an overview of special populations 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 532 ................................................................. 4 credits
Methods of Teaching in Early Childhood: Language and Literacy
This course focuses on children’s language and literacy development from birth to age eight. Students examine theories of language development, including theories of second language acquisition and the needs of English Language Learners. They also explore strategies for engaging children in integrated listening, speaking, reading, and writing experiences. Integration of content area standards and development of hands-on learning experiences are emphasized. Additionally, developmentally effective assessments are discussed as a means of informing instruction.

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.

ECH 514 ................................................................. 2 credits
Survey of Special Populations
This course provides an overview of special populations in early childhood education. The course focuses on developmentally effective methods and techniques used for the identification, assessment, and instruction of children with special needs from birth to age eight. Legal structures, public policy, and information related to current practices serving special populations in early childhood are also examined.

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.

ECH 527 ................................................................. 2 credits
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. Curriculum 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 529 ................................................................. 4 credits
Methods of Teaching in Early Childhood: Mathematics and Science
This course focuses on understanding and using developmentally effective practices to teach and to integrate mathematics and science concepts and skills in early childhood education (birth through age eight). Developing meaningful curricular content, modifications, hands-on learning experiences, and integration of early childhood content area standards are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 534 ................................................................. 2 credits
Methods of Teaching in Early Childhood: Social Studies
This course provides a foundation in content and methodology for the teaching of social studies in early childhood education (birth through age eight). Developing meaningful curricular content, hands-on learning experiences, integration of early childhood content area standards, and the impact of technology are explored. A foundation in developmentally effective teaching and assessment of the content area is provided.

ECH 536 ................................................................. 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 546 ................................................................. 4 credits
Early Childhood Student Teaching, Part A
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, and planning, preparing, and implementing the Teacher Work Sample. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

ECH 550 ................................................................. 2 credits
Early Childhood Student Teaching, Part B
This course will focus on the design and implementation of the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. This seminar also provides a forum for open discussion and problem-solving based on early childhood student teaching classroom experiences.

ECH 556 ................................................................. 3 credits
Master of Arts in Education/Teacher Leadership

The following Master of Arts in Education (MAEd)/Teacher Leadership program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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
EDA 575 ................................................................. 3 credits
Family, Community and Media Relations
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.

• Students must take courses within a sequence specified by course prerequisite requirements.

• 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

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. Candidates 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.

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.

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.

EDD 581 ................................................................. 4 credits
Legal and Ethical Issues in Education
This course provides teacher leaders with the opportunity to examine current legal and ethical issues in the educational setting. Legal and ethical issues will be identified through action research activities covering current laws, policies and politics, moral issues, academic integrity, privacy and confidentiality, legal issues involved in grant writing and discrimination and equal protection. These issues will be analyzed and discussed to determine how teacher leaders will be able to provide support to teachers and students with the purpose of improving current educational practices.

EDA 524 ................................................................................... 3 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 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 those gaps, and evaluate training using Kirkpatrick’s four levels of evaluation.

EDA 525 ................................................................................... 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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
The University of Phoenix previous pre-licensure programs
Applicants enrolling in this program must meet all admission requirements:
- Students will be eligible for admission to the MAED/ES
- Applicants to this program must have completed all coursework
- Completion of a minimum of 32 credits to earn a university degree
- MAED/ES graduates will not be permitted to return to complete any previous pre-licensure program provided that the Enrollment Agreement sign date for the previous pre-licensure program is no more than six and a half (6.5) years in the past. Applicants must be able to complete all requirements of the degree within 7 years of the Enrollment Agreement sign date of the previous pre-licensure program.

Degree Completion Requirements for the MAED/ES
- Completion of a minimum of 32 credits to earn a university degree.
- Completion of two (2) MAED/ES Elective courses in addition to all completed coursework from the previous pre-licensure program, with the exception of student teaching.
- A minimum grade point average (GPA) of 3.0.
- MAED/ES graduates will not be permitted to return to complete student teaching and receive a degree in any previous pre-licensure program at the University.
- The diploma awarded for this program will read as follows: Master of Arts in Education Educational Studies

Residency Requirement for the MAED/ES
Students must meet the established University residency requirement for degree 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.”
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 exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  -or-
  • Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  -or-
  • Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  -or-
  • Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  -or-
  • Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
  -or-
  • Achieved a minimum score of 59 on the Pearson Test of English Academic Exam within two years of application to the University.
• The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  • The applicant has earned the equivalent of a U.S. high school diploma at an institution where English is the official language.
  • 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 temporary protected status
    • Have a valid visa that does not prohibit educational studies
  • 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 who reside in Canada must meet one of the following requirements:
    • A completed and signed graduate application and application fee
    • A signed current Hardware/Software agreement verifying Internet access and multimedia equipped computer.
    • Access to a research library.
    • 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 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 practice of immunization. Prior to the first attendance in a university course and documentation of completion of all required Immunizations must be on file at the time 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.

• 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 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 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.

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.
The following Educational Specialist (Ed.S) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

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 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 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.

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 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.

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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 recommit 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
- Conceiving 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 Organization 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

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

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) 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 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.

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, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, LDR 736, PHL 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.

• Students must satisfy all credit and non-credit bearing activities prior to commencement eligibility.

• The School of Advanced Studies may waive graduate or undergraduate level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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, PHL 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.

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.

University of Phoenix, 2012

SCHOOL OF ADVANCED STUDIES
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**

Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

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.

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.
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, they 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 726 ................................................................. 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 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 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 theoretical and practical frameworks for systematically managing organizations.

LDR 736 ................................................................. 3 credits

Architecture of Leadership

Upon completion of this course, learners will be prepared to develop and maintain a strong orientation to the future and a commitment to improvement and innovation in creating and establishing new business models for attaining organizational goals, setting new short-term and long-term directions, and achieving performance excellence. This course includes an assessment of how leaders address current and future impacts on society in a proactive manner and how leaders establish and accomplish ethical practices in all stakeholder interactions.

LDR 736 ................................................................. 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 Hoetelling’s T, MANOVA and related techniques. Depending on the learners’ needs other approaches may be covered.

RES 725 ................................................................. 3 credits
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 correlational and 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 wish 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.

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 must repeat this course, until the dissertation proposal is approved.
Doctor of Business Administration

The following Doctor of Business Administration (DBA) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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 DBA degree is the successful completion of a final research study. 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 700 ~ 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
- RES 724 ~ 3 credits
- Advanced Research Design, 3 total credits

**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
Students may be required to complete DOC 733B and DOC 734B 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 DBA**

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.
- 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
- 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 satisfy 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

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: 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.
**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 727** ................................................................. 3 credits

**Descriptive and Comparative Data Analysis**

This course focuses on statistical approaches to analysis and reporting when describing and comparing data from groups. 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 726** ................................................................. 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.

**DOC 731R** ............................................................... 3 credits

**Transforming the Business I**

This course requires the learner to integrate all previous learning by identifying and solving organizational problems and recommending new business models that will increase organizational performance. The outcome of this course will be a continuation of Transforming the Business II.

**BUS 732** ................................................................. 3 credits
**RES 729 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.

**DOC 722 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 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 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 733B 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.

**Doctoral Education in Educational Leadership**

The following Doctor of Education in Educational Leadership (EdD) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 develop the knowledge and skills that will enable them 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 applied research that improves educational environments.

**Program Goals**

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 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 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.

EdD 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

**Foundations in Education, 12 total credits**

- EDD 711 ~ .................................................................................................. 3 credits
- Social Contexts and Contemporary Issues

- EDD 712 ~ .................................................................................................. 3 credits
- Leadership in Contemporary Organizations

- EDD 713 ~ .................................................................................................. 3 credits
- Lifelong Learning: Leadership in the Educational Continuum

- EDD 714 ~ .................................................................................................. 3 credits
- Comparative Models of Educational Environments

**Research Foundations, 6 total credits**

- RES 711 ~ .................................................................................................. 3 credits
- Fundamental Principles of Sound Research

- RES 722A ~ .................................................................................................. 3 credits

**Advanced Research Design, 3 total credits**

- RES 722 ~ .................................................................................................. 3 credits

**Advanced Research Analysis, 3 total credits**

- RES 723 ~ .................................................................................................. 3 credits

**Ethics, Leadership, and Values in Education, 12 total credits**

- EDD 721 ~ .................................................................................................. 3 credits

**Advanced Inquiry in Education, 9 total credits**

- EDD 722 ~ .................................................................................................. 3 credits

**Advanced Research Analysis, 3 total credits**

- RES 725 ~ .................................................................................................. 3 credits

**Ethics, Leadership, and Values in Education, 12 total credits**

- EDD 723 ~ .................................................................................................. 3 credits

**Ethics, Leadership, and Values in Education, 12 total credits**

- EDD 724 ~ .................................................................................................. 3 credits

**Dissertation, 9 total credits**

- DOC 722 ~ .................................................................................................. 3 credits

**Annual Renewal Residency**

**Doctoral Seminars, 10 total credits**

- PHL 700R ~ .................................................................................................. 3 credits

**Creative and Critical Thinking**

- DOC 711R ~ .................................................................................................. 2 credits

**Doctoral Seminar I**

- DOC 712R ~ .................................................................................................. 3 credits

**Collaborative Case Study**

- DOC 713R ~ .................................................................................................. 2 credits

**Doctoral Seminar III**

- DOC 714R ~ .................................................................................................. 0 credits

**Evaluation and Assessment Methods**

- EDD 731R ~ .................................................................................................. 3 credits

**The Economics of Education**

- EDD 732 ~ .................................................................................................. 3 credits

**Contemporary Policy Analysis and Development**

- EDD 733 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 722 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 723 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 724 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 725 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 726 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 727 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 728 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 729 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 730 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 731 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 732 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 733 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 734 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 735 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 736 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 737 ~ .................................................................................................. 3 credits

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- EDD 738 ~ .................................................................................................. 3 credits

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- EDD 739 ~ .................................................................................................. 3 credits

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- EDD 748 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 749 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 750 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 751 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 752 ~ .................................................................................................. 3 credits

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**Instructional Leadership**

- EDD 767 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 768 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 769 ~ .................................................................................................. 3 credits

**Instructional Leadership**

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**Instructional Leadership**

- EDD 775 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 776 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 777 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 778 ~ .................................................................................................. 3 credits

**Instructional Leadership**

- EDD 779 ~ .................................................................................................. 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 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 complete the official transcript listing a minimum of three (3) graduate level credits in research methods, statistics or scientific reasoning degree posted transcript is required for admission.

**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.

• 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

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

Leadership 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 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 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.

EDD 722 ................................................................. 3 credits

**The Legal Context of Education**

This course provides an analysis of the legal issues prevalent in educational systems. Major topics of discussion include accreditation and regulatory issues, Federal and state constituents and laws, and institutional and individual legal issues. Freedom of speech, separation of church and state, and methods of student discipline are examined. Case law and specific pieces of education legislation are reviewed.

EDD 723 ................................................................. 3 credits

**Ethics and Values in Learning Organizations**

The ethics and value-based decisions that learning organizations are faced with are explored in depth. Case studies on access, diversity, plagiarism, technology, confidentiality, student-faculty relationships, and harassment are discussed. The roles of values, education, codes of conduct, and codes of ethics are debated.

EDD 724 ................................................................. 3 credits

**Instructional Leadership**

This course analyzes the process of instruction and curriculum development. Effective teaching and learning strategies are explored as they relate to the use of technology, motivating staff and students, and creating dynamic learning environments. The importance of faculty development and their involvement in research and public service are of special focus.

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 5-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.
EDD 731 ................................................................. 3 credits

The Economics of Education
The principles and theories of the economics of education are examined. The role that Federal, state, and local government play in the economics of education is explored in depth. Key topics include budget management, grants, financial aid, expenditures and revenues, and the rising cost of education. Economic policy analysis is a focus in this course.

EDD 732 ................................................................................... 3 credits

Contemporary Policy Analysis and Development
This course provides an overview of contemporary education policy analysis and development. The Federal, state, local, and institutional levels of policy development are explored. The factors that influence the analysis and development of policy are discussed in depth. The evaluation and revision of policies and future trends and implications are examined.

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 Hoetelling’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 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.

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 format requirements, human subjects research requirements, and submission timelines.

DOC 733 ....................................................................................3 credits

Doctoral Dissertation
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 format requirements, human subjects research requirements, and submission timelines.

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.
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 residencies is mandatory. Please note that learners can expect residencies to occur during both workdays 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

**Foundations of Curriculum and Instruction in Education, 12 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 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 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

**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 733A or DOC 734A 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. 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 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/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 (must successfully complete DOC 721R or 13 credits earned in ED's 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/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 last 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 721R, 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**

**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.
University of Phoenix, 2012

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 programs/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 Hoetelling’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.

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 Seminar III
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 is the 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.
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

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 ................................................................. 1 credit
Communication Strategies
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 712 ................................................................. 3 credits
History of Education
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
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 711 and ELEC 712**

RES 723 ~ ................................................................. 3 credits
Advanced Statistical Research Methods and Design

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

Grounded Theory Methods

**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 706 ~ ................................................................. 3 credits
Comparative Models of Higher Education Administration
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 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
Dissertation I
DOC 738 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 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 third year residency. 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.
- Proposals may not be submitted for approval until successful completion of EXAM 799.
- Students must have their dissertation approved by their dissertation committee members and the dean to complete DOC 738A, DOC 738B, and DOC 738C. DOC 738B and DOC 738C have been provided as optional courses to give learners additional time with mentor to meet course and program requirements.
- 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.
Students are not required to attend DOC 740R if their dissertation is approved within 6 months of defense.

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.

**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 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.

**Residency Requirements for the PHD/HEA**

Doctor of Philosophy in Higher Education Administration students must meet the following physical residency requirements:

- 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 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 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.

**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**

- 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**

- 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 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.

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 into the dissertation's submission. This development will be ongoing throughout the curriculum.

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.

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 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 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.
Education in the Americas through the 20th century will be presented.

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.

**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.

**COM 701** .......................... 3 credits  
**Diversity and Communication**  
This course explores how the language of leadership can serve to include rather than exclude people. The major content areas of this course will be on not singling people out for race, age, disability, sexual orientation, and on being consistent in their treatment of people within a group. Upon completion of this course, learners will be able to investigate and analyze various aspects of their language for any ways that stereotypes are perpetuated or some groups of people are given less value.

**EDU 703** .......................... 3 credits  
**Student Affairs Administration**  
This course will explore the history, philosophy, and purposes of student affairs administration, examining both its theoretical and practical foundations. Students will investigate issues and problems currently facing student affairs administration in the ever-changing educational climate and focus on the future of the profession.

**EDU 704** .......................... 3 credits  
**Understanding the Infrastructure of Higher Education**  
This course will examine the evolution of the Higher Education Academy from an organizational, political, philosophical, cultural, economic, and policy-oriented point of view. Students will become familiar with the campus culture through the evolution of various campus models that impact how departments function on-campus and work collaboratively to support the institution’s mission and educate students.

**EDU 705** .......................... 3 credits  
**The Inclusive Campus: Addressing Differing Student Needs**  
This course will provide an overview of the various physical, mental, social, cultural, and economic factors that contribute to the uniqueness of students with individual differing abilities as related to campus culture and climate. Drawing from current topics and research in higher education administration, the behavior of and trends related to the needs of this student population will be examined.

**EDU 706** .......................... 3 credits  
**Comparative Models of Higher Education**  
This course will present a comparative perspective of educational systems that exist in today’s world. Introducing the relationship between culture and education, the course will present a brief historical analysis of the social, political, economic, and development antecedents to educational systems. Cross-national comparative analysis, educational borrowing and transfer, and current trends and transfer in the British, French, German, Russian, U.S., and hybrid systems that serve as the basic models for higher education throughout the world. In the culmination of this course, learners will investigate the trends in unifying systems into a global synthesis of higher education. China and Eastern philosophy.

**EDU 707** .......................... 3 credits  
**The Community College**  
In this course, learners study the contexts, systems, and purposes of the community college within the higher education environment.

**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.

IND 703 ................................................................. 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.

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 Industrial/Organizational Psychology

The following Doctor of Philosophy in Industrial/Organizational Psychology (Ph.D./IO) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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./I/O degree is consistent with the University’s mission to educate students to achieve their professional goals, 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, 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 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 Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYCH 700</td>
<td>Introduction to I/O</td>
</tr>
<tr>
<td>PSYCH 701</td>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>PSYCH 702</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSYCH 703</td>
<td>Personality Theories</td>
</tr>
<tr>
<td>ORG 714</td>
<td>Current and Future Topics</td>
</tr>
<tr>
<td>PSYCH 704</td>
<td>Organizational Theory and Design</td>
</tr>
<tr>
<td>RES 731</td>
<td>Research Methods and Statistics in I/O (I)</td>
</tr>
<tr>
<td>RES 732</td>
<td>Research Methods and Statistics in I/O (II)</td>
</tr>
<tr>
<td>RES 733</td>
<td>Criterion Development, Performance evaluation, and Appraisal</td>
</tr>
<tr>
<td>PSYCH 705</td>
<td>Personnel Psychology</td>
</tr>
<tr>
<td>RES 741</td>
<td>Testing and Measurement</td>
</tr>
<tr>
<td>PSYCH 706</td>
<td>Human Performance, Assessment, and Feedback</td>
</tr>
<tr>
<td>ORG 730</td>
<td>Organization Development</td>
</tr>
<tr>
<td>PSYCH 707</td>
<td>Leadership Theory and Management Theory</td>
</tr>
<tr>
<td>PSYCH 708</td>
<td>Work Motivation and Job Attitudes</td>
</tr>
<tr>
<td>PSYCH 709</td>
<td>Ethical, Legal, and Professional Contexts of I-O Psychology</td>
</tr>
</tbody>
</table>
PSYCH 710 ~ ................................................................. 1 credit  
Master's Project  
PSYCH 720R ~ .............................................................. 3 credits  
Dissertation Process  
RES 750 ~ ................................................................. 3 credits  
Approaches to Research: Quantitative/Qualitative I  
RES 751 ~ ................................................................. 3 credits  
Approaches to Research: Quantitative/Qualitative II  
RES 752 ~ ................................................................. 3 credits  
Research Constructs and Design  
PSYCH 740 ~ .............................................................. 3 credits  
Judgment and Decision Making  
PSYCH 750 ~ .............................................................. 3 credits  
Consulting and Business Skills  
RES 760 ~ ................................................................. 3 credits  
Measurement of Constructs  
PSYCH 760R ~ ............................................................ 3 credits  
Consulting Processes in I/O  
RES 765 ~ ................................................................. 3 credits  
Multivariate Statistics  
PSYCH 770 ~ .............................................................. 3 credits  
Attitude Theory Measurement and Change  
RES 770 ~ ................................................................. 3 credits  
Psychometrics  
Elective (PSYCH 780 or PSYCH 790) ~ ......................... 3 credits  
Consumer Behavior (780) or Independent Study (790)  
PSYCH 799 ~ ............................................................. 1 credit  
Comprehensive Exam  
DOC 735 ~ ................................................................. 3 credits  
Research Proposal  
DOC 736 A ~ .............................................................. 3 credits  
Dissertation I  
DOC 737 ~ ................................................................. 3 credits  
Dissertation II  
DOC 738 A ~ .............................................................. 3 credits  
Defense  
DOC 740R ~ .............................................................. 0 credits  
Annual Residency Renewal (as required)  

DOC 738 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/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 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 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 combined minimum score of 1100 for the verbal, and quantitative sections and a 4.5 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.  
• Courses 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.

• 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 RES 770. 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 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:

Completion of the following residencies is mandatory:

• 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 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.

• Doctoral-level courses cannot be waived.
Course Descriptions for the PHD/IO

**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 700** ................................................................. 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 701** ................................................................. 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 702** ................................................................. 3 credits

**Personality Theories**

This course enables students to differentiate among the primary theoretical models of personality theory, such as psychodynamic, affective, cognitive-behavioral, and humanistic theories. Emphasis is on the importance of learners recognizing belief systems and underlying assumptions inherent in various personality models that accurately reflect their own personal perspectives and to recognize strategies and approaches in psychology that reflect identified personality theories as foundation.

**PSYCH 703** ................................................................. 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 socio-economic 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.
Organization Development

This course examines theory and research relevant to changing individuals, groups, and organizations to enhance and improve their overall effectiveness. OD interventions are discussed, specifically examining the role of the I/O psychologist, type of change, and focus of intervention (individual, group, or organization). Furthermore, learners will learn how to integrate psychological theories regarding small group theory as related to leadership, motivation, interpersonal influence, group effectiveness, conformity, conflict, role behavior, and group decision making.

PSYCH 707 ................................................................................ 3 credits

Leadership Theory and Management Theory

Learners examine major theoretical leadership and management models, distinguish between leadership and management, and assess the impact of each on the work setting. Application of the various perspectives on leadership and management and how these perspectives play a vital role in the achievement of organizational, group, and team goals is discussed.

PSYCH 708 ................................................................................ 3 credits

Work Motivation and Job Attitudes

This course will allow learners to evaluate various theories of motivation and develop a familiarity and understanding of pertinent research in the field. Learners will be able to relate motivational theories to enhance employee attitudes, effectiveness, and well-being in the midst of organizational stressors, health and safety issues, and outsourcing/downsizing.

PSYCH 709 ................................................................................ 3 credits

Ethical, Legal, and Professional Contexts of I-O Psychology

Learners will review pertinent legal and ethical issues for I/O psychologists that are related to the different roles that these professionals take in the workplace. Learners will gain the tools necessary to develop an initial ethical framework for making decisions within an organizational structure, and this framework will be expounded upon in future classes.

PSYCH 710 ................................................................................ 1 credit

Master's Project

The Master's Project will require learners to integrate their program of study with an in-depth exploration of an interest area that spans all four I/O program domains: human resource management, factors influencing employee performance, organization development, and research relevance. The project will be based on library research and/or fieldwork and must demonstrate a significant contribution to the I/O psychology field.

PSYCH 720R .............................................................................. 3 credits

Dissertation Process

Learners will develop a foundational understanding about the composition of the dissertation, including research, analysis, and writing. To facilitate individual interests, learners will develop interest papers about three topics, each of which can be examined as a dissertation, including the general problem to be researched and supporting literature.

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 learners to synthesize the cumulative knowledge gained from the previous three courses in order to develop an initial working draft of the dissertation concept paper.

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. 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 736C** ............................................................ 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 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 738B** ............................................................ 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 Nursing

The following Doctor of Philosophy in Nursing (Ph.D/NUR) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 705</td>
<td>Communication Strategies</td>
<td>1</td>
</tr>
<tr>
<td>SEM 700R</td>
<td>Doctoral Program Orientation Seminar</td>
<td>0</td>
</tr>
<tr>
<td>NUR 700</td>
<td>Professional Nursing Leadership</td>
<td>3</td>
</tr>
<tr>
<td>DOC 710R</td>
<td>Doctoral Studies Seminar and Workshop</td>
<td>3</td>
</tr>
<tr>
<td>NUR 701</td>
<td>Philosophy of Nursing Science</td>
<td>3</td>
</tr>
<tr>
<td>NSE 721</td>
<td>Theories of Nursing Education</td>
<td>3</td>
</tr>
<tr>
<td>NUR 702</td>
<td>Theory Construction and Concept Analysis</td>
<td>3</td>
</tr>
<tr>
<td>DHA 724</td>
<td>Globalization of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>RES 714</td>
<td>Quantitative Methods and Statistical Analyses</td>
<td>3</td>
</tr>
<tr>
<td>RES 715</td>
<td>Qualitative Methods</td>
<td>3</td>
</tr>
<tr>
<td>NUR 703</td>
<td>Theoretical Applications in Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>DHA 712</td>
<td>Risk Management in Complex Organizations</td>
<td>3</td>
</tr>
<tr>
<td>DOC 720</td>
<td>Proposal Seminar</td>
<td>3</td>
</tr>
<tr>
<td>DOC 721</td>
<td>Prospectus and Proposal Workshop</td>
<td>3</td>
</tr>
<tr>
<td>NSE 722</td>
<td>Instructional Design and Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>RES 713</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>DOC 730R</td>
<td>Professional Development and Socialization</td>
<td>3</td>
</tr>
<tr>
<td>NSE 723</td>
<td>Measurement and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>DHA 732</td>
<td>Evaluation of Health Care Programs</td>
<td>3</td>
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<tr>
<td>EXAM 799</td>
<td>Comprehensive Examination</td>
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</tr>
<tr>
<td>DOC 736A</td>
<td>Dissertation I</td>
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</tr>
<tr>
<td>DOC 737</td>
<td>Dissertation II</td>
<td>3</td>
</tr>
<tr>
<td>DOC 738A</td>
<td>Defense</td>
<td>3</td>
</tr>
<tr>
<td>DOC 740R</td>
<td>Annual Renewal Residency</td>
<td>0</td>
</tr>
</tbody>
</table>

Annual Renewal Residency

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 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

Dissertation I

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

Dissertation II

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

Defense

DOC 740R ~ ........................................................................... 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 or a graduate degree from an ABA accredited institution. If the institution became accredited while the student was attending, a minimum of 75% of the coursework taken toward the degree must have been completed while the institution was accredited or during the candidacy period.

• 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

**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

**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 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.

**NUR 701** .............................................................. 3 credits

**Philosophy of Nursing Science**

This course examines the philosophical underpinnings associated with the science of nursing. The learner will critique philosophical views of science that have influenced the process of knowledge development and discovery.

**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 720R .................................................................................. 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 a special focus. Learners synthesize systemic teaching-learning models that include schedule, structure, stakeholder involvement, and curricular outcomes. Explication of implicit, hidden, cultural, and institutional aspects of curriculum design and delivery inform the learner’s development approach.

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 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.

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.

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 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 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 Management, 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 knowledge 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
COM 705 ~ ................................................................. 1 credit
Communication Strategies

MODULE 1: Information Systems Across Organizations, 12 total credits
IST 724 ~ ................................................................. 3 credits
Departmental Information Systems
IST 723 ~ ................................................................. 3 credits
Information Technology for Teams
IST 722 ~ ................................................................. 3 credits
Knowledge Worker Information Systems
IST 710 ~ ................................................................. 3 credits
Foundations of Information Systems Management

MODULE 2: Research Foundations, 6 total credits
RES 711 ~ ................................................................. 3 credits
Fundamental Principles of Sound Research
RES 722A ~ ............................................................... 3 credits
Research Design
RES 723 ~ ................................................................. 3 credits
Advanced Statistical Research Methods and Design
RES 724 ~ ................................................................. 3 credits
Qualitative Methods and Design

MODULE 3: Doctoral Residencies, 10 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

MODULE 3: Doctoral Research, 10 total credits
IST 732R ~ ............................................................... 3 credits
Collaborative Case Study
IST 731R ~ ............................................................... 3 credits
Doctoral Seminar I
IST 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

Research Design
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
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

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

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 733 A and B........................................................................... 3 credits
Doctoral Dissertation

Students may be required to complete DOC 733B and DOC 734B 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 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) 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 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 can shift to DOC 744R with any of the dissertation courses (DOC 733A/B or DOC 734A/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. 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 must 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. 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 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 722, DOC 733, DOC 734, IST 710, IST 721, IST 722, IST 723, IST 724, IST 731, IST 732, IST 733, 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

Construc\ntg 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/m\nmeaning/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.

RES 716 ................................................................. 3 credits

Organizational Theory and Design
Upon completion of this course, learners will be prepared to analyze and select appropriate paradigms to guide organizational research. Additionally, learners will have the ability to apply organizational theories systematically to enrich existing models or develop new models to increase performance and effectiveness.

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 721 ................................................................. 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 program domains and how the individual worker must be supported to create a productive and efficient environment. The scope of this course will include hardware and software product considerations for management.

IST 722 ................................................................. 3 credits

Information Technology for Teams
Learners in this course will further evaluate the application of the domains studied in IST/721 and how those domains are applied in a team setting. The application of the program domains will be examined in the context of support necessary to implement various organizational team models, ranging from co-located teams to geographically distributed virtual teams. Upon completion of this course, the learner will be prepared to define and analyze issues related to the management and support of information technology necessary for organizational teams’ operations.

IST 723 ................................................................. 3 credits

Departmental Information Systems
This course will continue the analysis of the application of the domains used by individuals and teams studied in IST/721 and IST/722. The learner will evaluate the application of the program domains to departmental operations and strategy. The learner will research and evaluate information systems support techniques, both internal and external to the departmental interfaces.

IST 724 ................................................................. 3 credits

Organizational Information Systems Management
This course will build upon the considerations examined in the prior IST courses. Upon completion of this course, the learner will be prepared to evaluate and develop integrated strategies for the implementation of the IST domains within an organization.

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.
Collaborative Case Study

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 statement, 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

Doctoral Seminar II
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. This development will be ongoing throughout the program to the global level. The learner will examine the domains and models from previous coursework. In the model building, learners will demonstrate their leadership competence related to IST.

DOC 732R ................................................................. 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

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 731 ................................................................. 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 732 ................................................................. 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 competence 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 722 .................................................................................. 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.

DOC 724 .................................................................................. 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 Project IV**

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 Health Administration**

The following Doctor of Health Administration (DHA) program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

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 germinal 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 Design
- RES 722A ~ .......................................................... 3 credits
  Advanced 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

**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
  Advanced Research Analysis
- DOC 721R ~ ......................................................... 2 credits
  Advanced Inquiry in Health Care Leadership
- DOC 731R ~ ......................................................... 3 credits
  Annual Renewal Residency
- DOC 732R ~ ......................................................... 2 credits
  Collaborative Case Study
- DOC 740R ............................................................. 0 credits
  Doctoral Seminar III
- DHA 733 ................................................................. 3 credits
  Creative and Critical Thinking

**Contemporary Leadership Issues**

- 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 ~ Ethnomethodology and the Study of Culture 3 credits

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 may only have 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.

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 complete DOC 733A and B must be awarded a letter grade.

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

Doctoral Project IV

- Students may be required to complete DOC 733B and DOC 734B until all programmatic requirements and approvals have been met. Students who complete DOC 733A and B must be awarded a letter grade.

Students who would like to repeat DOC 733A or DOC 734A must be awarded a letter grade. Students who complete DOC 733B and DOC 734B must be awarded a letter grade.

Students must 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.
- 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 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, DHA 733, DOC 721R, DOC 722, DOC 731R, DOC 732R, DOC 733, DOC 734, DOC 740R, PHL 710R, 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.

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.
Collaborative Case Study
This 5-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.

Contemporary Leadership Issues
This seminar focuses on the applications of new knowledge in creating new policies and models in the administration of health programs. Learners will explore contemporary issues and their impact on emerging leadership and management theory. Learners will demonstrate integration of knowledge.

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 Hoetelling’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.

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.
Doctor of Education in Educational Leadership/
Educational Technology

The following Doctor of Education in Educational Leadership/
Educational Technology (EdD/ET) program is approved to be offered at
these University of Phoenix campus locations: Online. The availability of
programs and concentrations depend on student demand and other
factors. 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 Educa-
tion in Educational Leadership program will prepare learners to
become education leaders who strategically manage and lead pro-
cesses 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 innova-
tive thinking to improve the performance of educational institu-
tions by utilizing technological innovations to support and
enhance the educational process.

Historically, education has been a field of constant evolution, con-
tinually 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 chal-
lenges and to assume the lead in advocating technological innova-
tion in educational environments. Learners will develop in-depth
knowledge of the analytical, planning, implementation, and evalu-
ation processes necessary to implement the new and expanding
technologies into the classroom and to promote technological com-
petence in their administrations. In addition, learners will explore
global 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 tech-
nologies into education, industry, and government

Program Goals

Upon completion of all program requirements of the Educational
Technology specialization of the Doctorate in Education in Educa-
tional 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

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, statisti-
cal and qualitative tools, data gathering and data analysis
approaches, past research and current theory, proposal chapter for-
mat requirements, human subjects research requirements, and sub-
mission 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 Doc-
toral Project research, findings, recommendations, and conclu-
sions.

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 for-
mal 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 disserta-
tion proposal is approved.
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 academic 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 705</td>
<td>Communication Strategies</td>
<td>1 credit</td>
</tr>
<tr>
<td>SEM 700R</td>
<td>Doctoral Program Orientation Seminar</td>
<td>0 credits</td>
</tr>
<tr>
<td>LDR 711A</td>
<td>Leadership Theory and Practice</td>
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**Foundations in Educational Leadership and Technology, 12 total credits**

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<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDD 711</td>
<td>Social Contexts and Contemporary Issues</td>
<td>3 credits</td>
</tr>
<tr>
<td>CUR 711</td>
<td>Developmental and Learning Theories</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Advanced Inquiry in Educational Technology Leadership, 9 total credits</td>
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</tr>
<tr>
<td>EDT 711</td>
<td>Educational Technology Research</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDD 712~</td>
<td>EDD 712~</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>Leadership in Contemporary Organizations</td>
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**Research Foundations, 6 total credits**

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<tr>
<td>RES 711~</td>
<td>Fundamental Principles of Sound Research</td>
<td>3 credits</td>
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<td></td>
<td>Research Design</td>
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**Advanced Research Design, 3 total credits**

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<tr>
<td>RES 723~</td>
<td>Advanced Statistical Research Methods and Design</td>
<td>3 credits</td>
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**Techniques and Practices in Educational Technology, 12 total credits**

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<tr>
<th>Course Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>EDD 721~</td>
<td>Planning and Leading Change</td>
<td>3 credits</td>
</tr>
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<td>EDT 721~</td>
<td>Instructional Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDT 722~</td>
<td>Distance Learning</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDT 723~</td>
<td>Instructional Media and Design Techniques</td>
<td>3 credits</td>
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**Doctoral Residencies, 10 total credits**

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<tbody>
<tr>
<td>PHL 700R~</td>
<td>Creative and Critical Thinking</td>
<td>3 credits</td>
</tr>
<tr>
<td>DOC 721R~</td>
<td>Doctoral Seminar I</td>
<td>2 credits</td>
</tr>
<tr>
<td>DOC 731R~</td>
<td>Collaborative Case Study</td>
<td>3 credits</td>
</tr>
<tr>
<td>DOC 732R~</td>
<td>Doctoral Seminar III</td>
<td>2 credits</td>
</tr>
<tr>
<td>DOC 740R~</td>
<td>Annual Renewal Residency</td>
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**Advanced Research Analysis, 3 total credits**

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<th>Course Code</th>
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<tbody>
<tr>
<td>RES 725~</td>
<td>Integrating Technology and Curriculum</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Advanced Research Analysis</td>
<td></td>
</tr>
<tr>
<td>RES 726~</td>
<td>Correlational Methods of Analysis</td>
<td>3 credits</td>
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</table>

**Approaches to Phenomenological Inquiry and Data Analysis**

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<tr>
<th>Course Code</th>
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</table>
RES 728 ~ Qualitative Case Study .......................................................... 3 credits
RES 729 ~ Ethnomethodology and the Study of Culture ......................... 3 credits

**Dissertation, 9 total credits**

DOC 722 ~ Doctoral Seminar II .......................................................... 3 credits
DOC 733 ~ Doctoral Dissertation ......................................................... 3 credits
DOC 734 ~ Doctoral Project IV ............................................................ 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 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 may be required to complete DOC 733B and/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
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. 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 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/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 740 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 732.

- 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.

- 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 733, DOC 734, DOC 740R, EDT 721, EDT 732, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R
  - 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, EDT 721, EDT 732, PHL 700R, RES 723, RES 724, RES 725, RES 726, RES 727, RES 728, RES 729, SEM 700R

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 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.

CUR 711 ................................................................................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.

EDT 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.

EDD 712 ................................................................................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.

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 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.

EDT 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 programs/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.
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 piecemeal 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.

EDT 732 ................................................................. 3 credits

Integrating Technology and Curriculum
This course is designed to develop strategies for effective and appropriate integration of digital technology and educational goals. Learners explore the possibilities enabled by technology, the perceived need to master technologies for vocational readiness, and the design of technological implementations that enhance educational experiences. A running theme of this course is balancing the competing priorities of technology and curriculum decisions.

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 Hoetelling’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.

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.
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 exam or a score of 79 on the internet-based test (iBT) on the Test of English as a Foreign Language (TOEFL) within two years of application to the University.
  - Achieved a minimum passing score of 750 on the Test of English as an International Communication (TOEIC) within two years of application to the University.
  - Achieved a minimum passing score of 6.5 on the test of the International English Language Testing System (IELTS) within two years of application to the University.
  - Achieved a minimum score of 550 on the Berlitz Online English Proficiency Exam within two years of application to the University.
  - Successful completion of the approved ESL series of courses completed at: Canadian College of English Language (CCEL), International Language Schools of Canada (ILSC) or Kaplan.
- The following may exempt a non-native speaker from having to take the TOEFL/TOEIC/IELTS, however official documentation may be required:
  - Successful completion of 30 transferable academic semester credits at a regionally or nationally accredited college or university in the United States.
  - Successful completion of 30 transferable academic semester credits at a recognized college or university in a country in which English is the official language.
  - 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
  - Have a valid visa that does not prohibit educational studies
  - A signed Enrollment/Disclosure Agreement.
- Students may not receive a graduate degree and a graduate-level certificate in the same area of focus.
- Students are subject to all other University policies and procedures and additional requirements may be applied to specific programs at the discretion of the Dean.

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 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.

### Project Management

The following certificate program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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>
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<tbody>
<tr>
<td>CPMGT 300</td>
<td>3 credits</td>
</tr>
<tr>
<td>Project Management</td>
<td></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>
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</tr>
<tr>
<td>Procurement and Risk Management</td>
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</tr>
<tr>
<td>CPMGT 303 ~</td>
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</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 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 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRM 300</td>
<td>Fundamentals of Human Resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 434</td>
<td>Employment Law</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 324 ~</td>
<td>Total Compensation</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 420 ~</td>
<td>Human Resource Risk Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 326 ~</td>
<td>Human Resource Management</td>
<td>3 credits</td>
</tr>
<tr>
<td>HRM 498 ~</td>
<td>Employee Development</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Strategic Human Resource Management and Emerging Issues</td>
<td></td>
</tr>
</tbody>
</table>

**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 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.

**Additional Admission Requirements for the HRM**

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

- 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.
• The course must be comparable in content and credits to the University course it is replacing and must be an equivalent level or higher level course (i.e. graduate level coursework may be used to waive graduate or undergraduate coursework). Course 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 course may not be waived: HRM 498

Course Descriptions for the HRM

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 434 ................................................................. 3 credits
Employment Law

This course provides an overview of federal statutes and state regulated areas that impact the personnel function. Among the topics addressed are EEO and Affirmative Action, OSHA, ERISA, FMLA, and ADA; employee privacy issues (polygraph testing, drug and alcohol testing, employer searching and monitoring); and wrong-ful discharge.

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 PROGRAMS FOR THE UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS - GRADUATE

Graduate Certificate in Human Resources Management

The following certificate program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 Graduate Human Resources Management Certificate Program in addresses issues which the human resource professional faces daily, from legal matters to staff recruitment and development. This program is designed for those who have functional responsibility to carry out the duties of an organization’s human resource department; seasoned human resource staff members wishing to keep current; newcomers to the field requiring new knowledge and skills; and specialists wanting to broaden their knowledge.

Major topic areas covered include the role of human resources, employment practices, employee and labor relations, compensation, benefits, safety and health, and employee development. Participants acquire knowledge and skills that are essential in addressing the challenges of the human resource profession.

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

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 participating.
• A cumulative grade point average (GPA) of 2.5 on the undergraduate degree posted transcript is required for admission.

Certificate Completion Requirements for the G-HRM

Credit Bearing Certificate completion requirements are the following:
• Completion of a minimum of 15 credits.
• All students must meet residency requirements.
• A minimum grade point average (GPA) of 3.0.

Students may not receive a graduate degree and a graduate-level certificate in the same area of focus. Example: a student may not earn an MBA/HRM and a G-HRM.

• The certificate awarded for the G-HRM program will read as:
Graduate Human Resources Management.

Residency Requirements and Course Waivers for the G-HRM

Completion of a minimum of 12 credits of the required course of study to meet University residency requirements.

Students in this program may waive a maximum of 3 credits from their required course of study 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 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 to recruit and select employees, 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. Course 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 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 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/g-acc.

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

Required Course of Study for the G-ACC

COM 530 ................................................................. 3 credits
Communications for Accountants

ACC 537 ................................................................. 3 credits
Financial Accounting

ACC 541 ~ ................................................................. 3 credits
Accounting Theory and Research

Students must select 3 courses from the following list:

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 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;
- 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-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.

Students may not receive a graduate degree and a graduate-level certificate in the same area of focus. Example: A student may not earn an MBA/HRM and a G-HRM certificate

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, 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.

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 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 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.
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.

**Graduate Marketing Certificate**

The following certificate program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 Marketing Certificate program will develop an understanding of marketing concepts and applications. Students will develop and communicate innovative approaches to stakeholders in a socially responsible manner and will be well positioned for several professionally recognized marketing certification exams. The Marketing Certificate is designed for students who want to enhance their marketing skills, enter the marketing profession, or complete additional coursework required for several professionally recognized marketing certification exams.

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

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

**Required Course of Study for the GMKT**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 571</td>
<td>3 credits</td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 544 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Integrated Marketing Communications</td>
<td></td>
</tr>
<tr>
<td>MKT 554 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>MKT 552 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Technology Applications and e-Marketing</td>
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</tr>
<tr>
<td>MKT 562 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Advanced International Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 593 ~</td>
<td>3 credits</td>
</tr>
<tr>
<td>Product Design and Development</td>
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</tr>
</tbody>
</table>

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.

Students may not receive a graduate degree and a graduate-level certificate in the same area of focus. Example: a student may not earn an MBA/MKT and a G-MKT.

- 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 593
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 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, persuasion, motivation, 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.
CERTIFICATE PROGRAMS FOR THE COLLEGES OF ARTS AND SCIENCES

Graduate Health Care Informatics Certificate
The following certificate program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 three 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
HCS 504 Introductions to Graduate Study in Health Sciences/Nursing

HC 500 Concepts of Health Care Informatics

HCI 510 Systems Life Cycle

HCI 520 Data Management and Design

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

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.

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.

HCI 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.

HCI 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.
The following certificate program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 and services, 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>
<tr>
<td>HCS 551</td>
<td>Foundations of Gerontology</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 557</td>
<td>Biological and Psychological Aspects of Aging</td>
<td>3 credits</td>
</tr>
<tr>
<td>HCS 565</td>
<td>Social and Cultural Aspects of Aging</td>
<td>3 credits</td>
</tr>
<tr>
<td></td>
<td>Organization and Management of Aging Services</td>
<td></td>
</tr>
</tbody>
</table>

**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 ................................................................. 3 credits

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 base conceptual and theoretical perspectives on aging using a multidisciplinary framework. Students will uncover the myths and stereotypes of aging, demographic changes occurring in the U.S., available programs and services, and current issues affecting older adults.

HCS 551 ................................................................. 3 credits

Biological and Psychological Aspects of Aging

This course examines the physical process of aging and the effects on physical and mental health. These topics are applied to disease prevention, health maintenance, and selected disorders that effect health and independent living. Public policy and program development issues will also be addressed to promote the health of the aging population.

HCS 557 ................................................................. 3 credits

Social and Cultural Aspects of Aging

This course examines the social and cultural perspectives on aging. Public and personal aspects of aging will be addressed through historical, theoretical, cultural, and social venues. Topics will include work and retirement, social policy, older people as societal 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.

CERTIFICATE PROGRAMS FOR THE COLLEGE OF NURSING

Graduate Nursing/Health Care Education Certificate

The following certificate program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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................................................................. 3 credits
Role of the Health Care/Nursing Educator
HSN 540................................................................. 3 credits
Using Effective Teaching Strategies
HSN 544................................................................. 3 credits
Design and Process of Curriculum Development
HSN 552................................................................. 3 credits
Assessment and Evaluation of Learning

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

Additional Admission Requirements for the 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 .................................................................................. 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 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.
CERTIFICATE PROGRAMS FOR THE COLLEGE OF EDUCATION

Administration and Supervision Certificate Program (California)

The following certificate program is approved to be offered at these University of Phoenix campus locations: California. The availability of programs and concentrations depend on student demand and other factors. 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.

<table>
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<th>Introductory Course, 1 Total Credit</th>
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<td>COM 516 ................................ 1 credit</td>
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<tr>
<th>Administrative Practicum, 3 Total Credits</th>
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<tr>
<td>EDA 594ACA ~ ................................ 1 credit</td>
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<tr>
<td>Administrative Practicum Part I: Instructional Leadership EDA 594BCA ~ ................................ 1 credit</td>
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<tr>
<td>Administrative Practicum Part II: Organizational Management EDA 594CCA ~ ................................ 1 credit</td>
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<tr>
<th>Principal Practicum Part III: Professional Perspectives and Reflective Practice</th>
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<tr>
<td>EDA 518CA ~ ................................ 3 credits</td>
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<table>
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<th>Introduction to Principalship, 12 Total Credits</th>
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<tr>
<td>EDA 518CA ~ ................................ 3 credits</td>
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<tr>
<td>Leadership and Collaborative Processes EDA 570CA ~ ................................ 3 credits</td>
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<tr>
<td>Equity, Diversity, and Access in Education EDA 555CA ~ ................................ 3 credits</td>
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<tr>
<td>School Policy and Law for Principals EDA 575CA ~ ................................ 3 credits</td>
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<tr>
<td>Family, Community and Media Relations</td>
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<table>
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<tr>
<th>Functions and Strategies, 15 Total Credits</th>
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<tbody>
<tr>
<td>EDA 524CA ~ ................................ 3 credits</td>
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<th>School Improvement Processes</th>
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<td>EDA 528CA ~ ................................ 3 credits</td>
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<td>Administration of Special Programs EDA 535CA ~ ................................ 3 credits</td>
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<tr>
<td>Business and Facilities Management EDA 560CA ~ ................................ 3 credits</td>
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<tr>
<td>Human Resources Leadership and Management EDA 565CA ~ ................................ 3 credits</td>
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</table>
| School Improvement Processes Program and Certification requirements are subject to change based on Department of Education or University Policy.

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:

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 may not be waived: COM 516, EDA 594ACA, EDA 594BCA, EDA 594CCA

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: EDA 594ACA, EDA 594BCA, EDA 594CCA
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 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
EDA 500CA ................................................................. 0 credits
Orientation to Administration and Supervision
This course is designed to provide an orientation to the primary components of the Administration and Supervision Program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, and practicum will be discussed.
Leadership and Collaborative Processes

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.

EDA 594ACA ............................................................................. 1 credit

Administrative Practicum Part I: Instructional Leadership

This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum, leadership, problem solving, organizing, and program and personnel evaluation will be addressed.

EDA 594BCA ............................................................................. 1 credit

Administrative Practicum Part II: Organizational Management

This practicum experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, human resource management, and budgeting will be addressed.

EDA 594CCA ............................................................................. 1 credit

Principal Practicum Part III: Professional Perspectives and Reflective Practice

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

EDA 518CA ............................................................................. 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.

EDA 575CA ............................................................................. 3 credits

Equity, Diversity, and Access in Education

This course provides candidates the opportunity to examine and to reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions of students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership.

EDA 555CA ............................................................................. 3 credits

School Policy and Law for Principals

This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices.

EDA 575CA ............................................................................. 3 credits

Family, Community and Media Relations

This course examines tools and models for promoting positive school relations with families, the community, and local media. Candidates will study and practice techniques for involving stakeholders, using conflict resolution and decision making tools, forming business and community partnerships, and using public relations concepts to support school policy. Candidates also will participate in field experiences related to media and community relations.

EDA 524CA ............................................................................. 3 credits

Supervision of Curriculum, Instruction and Assessment

This course examines principals’ responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also review the types of assessments that school leaders must be familiar with, the use of assessments to measure and support student achievement, the continuous school improvement model, and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment.

EDA 528CA ............................................................................. 3 credits

Administration of Special Programs

This course provides an overview of various, federal, state, non-profit, and private funding programs and grants. Candidates study the components and requirements of these programs, practice grant-writing skills, and participate in field experiences related to special programs administration.

EDA 535CA ............................................................................. 3 credits

Business and Facilities Management

In this course, candidates study the processes for managing business functions and school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management.

EDA 560CA ............................................................................. 3 credits

Human Resources Management in Education

This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism.
EDA 566CA ................................................................. 3 credits

School Improvement Processes
This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Candidates review the types of assessments that a school leader needs to be familiar with, and how a school leader can use assessment data to measure student achievement. Additionally, the model and processes of continuous school improvement are explored.

California Teachers of English Learners Certificate
The following certificate program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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
MTE 502 ................................................................. 0 credits
Orientation to the California Teachers of English Learners (CTEL) Program
ELD 502 ~ ................................................................. 3 credits
Foundations of Instruction for English Learners
ELD 504 ~ ................................................................. 3 credits
Assessment of English Learners
ELD 506 ~ ................................................................. 3 credits
Understanding Language Acquisition & Cognition
ELD 535 ~ ................................................................. 3 credits
Teaching Reading & Writing to English Learners

The University reserves the right to modify the required course of study. Program and Certification requirements are subject to change based on Department of Education or University Policy.

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 Credentialing 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 4450) 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

MTE 502................................................................................... 0 credits
Orientation to the California Teachers of English Learners (CTEL) Program

This course is designed to provide an orientation to the primary components of the California Teachers of English Learners (CTEL) Program. Students will be introduced to the program’s components and completion requirements. Electronic Resources, Field Experience, and E-Portfolio will be discussed.

ELD 502.................................................................................... 3 credits
Foundations of Instruction for English Learners

This course discusses standardized and authentic assessments and assessment strategies in the areas of literacy and biliteracy development of English Learners. Issues associated with the interdependent relationship between teaching and assessment are addressed in addition to effective parental and/or community involvement in literacy development.

ELD 504.................................................................................... 3 credits
Assessment of English Learners

This course will introduce assessment strategies in the area of literacy/biliteracy development. Assessments, both standardized and authentic, will also be discussed with regard to appropriate use with English Learners. It addresses issues associated with the interdependent relationship between teaching and assessment in addition to effective parental and/or community involvement in literacy development.

ELD 506.................................................................................... 3 credits
Understanding Language Acquisition and Cognition

This course examines language structure and use, second language acquisition theories, and the nature of cognitive and affective language development to assist the teacher of the English Learner. The course provides the basis for effective instructional strategies including methods, techniques, and materials to be used with linguistically diverse students. It also examines the critical elements of learning issues associated with linguistically diverse students, including the learning styles and interconnected variables that interact in second language learning and thought processes.

ELD 535.................................................................................... 3 credits
Teaching Reading and Writing to English Learners

This course examines literacy issues related to the acquisition of English and the use of home language by English Learners (EL) in all second language programs. It also presents processes and strategies to enhance the biliteracy skills of English Learners.

Transition to Teaching Certificate-Elementary

The following certificate program is approved to be offered at these University of Phoenix campus locations: Indiana. The availability of programs and concentrations depend on student demand and other factors. 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
Orientation to Teacher Education

SPE 514 ~ .................................................................................2 credits
Survey of Special Populations

RDG 530 ~ ................................................................................4 credits
Curriculum, Constructs & Assessment: Reading/Language Arts

RDG 535 ~ ................................................................................3 credits
Diagnosis and Remediation of Reading Difficulties

MTE 531 ~ ................................................................................2 credits
Curriculum, Constructs & Assessment: History & Social Science

MTE 532 ~ ................................................................................4 credits
Curriculum, Constructs & Assessment: Science & Mathematics

ELM 525 ~ ................................................................................3 credits
Elementary Student Teaching

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.

**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.

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 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.
  • 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 530 .................................................................................... 4 credits
Curriculum Constructs and Assessment: Reading and Language Arts
This course focuses on the most current research, theory, and methods of reading instruction, while providing students with the background knowledge in language arts necessary to prepare an integrated unit of instruction. Various instructional and assessment techniques, including research-based phonics, are modeled. A practical application project, based on work with a student in a K-8 school setting, is incorporated into the course requirements.

RDG 535 .................................................................................... 3 credits
Remediation and Diagnosis of Reading Difficulties
This course addresses instructional reading or language arts strategies, student activities, and resources that can be utilized, based on students’ contextual information and assessment results. It provides foundational information about stages of reading, factors that impact reading ability, and the nature of reading difficulties. This information serves as a context for learning about the administration and interpretation of formal and informal classroom assessments for the purposes of screening, diagnosing difficulties, monitoring progress, and evaluating instruction. In addition, a final case study report and intervention plan is developed based on student data provided.

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

The following certificate program is approved to be offered at these University of Phoenix campus locations: Indiana. The availability of programs and concentrations depend on student demand and other factors. 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
  • 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.

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. 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 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

SEC 525 ..................................................................................... 4 credits
Secondary Student Teaching
This course emphasizes the practical application of educational theories and methods. The course will focus on the following topics: the student teaching experience, the school culture, the learning environment, instructional design, implementing assessments, instructional decisionmaking, analyzing learning results, reflection and self-evaluation, and planning, preparing, and implementing the Teacher Work Sample. It also provides students practical guidance in securing a teaching position. Students will examine resumes and cover letters, teaching applications, and interview strategies. Assistance in preparing an employment portfolio will be provided. The course also provides a forum for open discussion and problem solving based on student teaching classroom experiences.

MTE 543 ..................................................................................... 3 credits
Curriculum Constructs and Assessment: Secondary Visual and Performing Arts
This course explores the application of basic instructional met 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 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.
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 middle level and secondary students by exploring current instructional theory; national, state, and local standards; as they relate to instruction, assessment, and accountability; and cultural issues in the teaching of foreign languages. The course also helps prospective educators develop skills in selecting and adapting delivery methods and behavior management plans for diverse individual students and student populations.

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

MTE 560....................................................................................3 credits
Curriculum Const & Assmt: 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 instruction, assessment, and accountability. The course also helps prospective educators develop skills in selecting and adapting instruction for diverse student populations.

MTE 580 ...................................................................................3 credits
Curriculum Constructs and Assessment: Secondary Business and Marketing
This course focuses on instruction and assessment strategies to provide secondary students background and knowledge in business/marketing content and careers, employment and workplace skills, applied academics, and leadership skills through participation in career and technical student organizations (CTSOs). This course will provide teacher candidates the opportunity to develop the ability to evaluate and use appropriate instructional methods, curriculum materials and resources, and assessment strategies.
CERTIFICATE PROGRAMS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Visual Communication Certificate Program

The following certificate program is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 undergraduates not enrolled in the BSIT program who wish to expand their technical knowledge using software tools for Visual Communication. Student enrolling in the Visual Communication Certificate will learn the graphic design and technology tools to create visual communications that are relevant to organizations. Students in the Visual Communication Certificate will develop a diverse portfolio of rich media that can be used in Web sites, advertising, corporate reports, business presentations, instructional materials, animated movies and electronic publications that fulfill business and training needs.

For more information about our graduation rates, the median debt and training needs. 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.

Required Course of Study for the VC

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 319</td>
<td>3 credits</td>
</tr>
<tr>
<td>Computers &amp; Information Processing</td>
<td>3 credits</td>
</tr>
<tr>
<td>Image Editing</td>
<td>3 credits</td>
</tr>
<tr>
<td>VCT 310</td>
<td>3 credits</td>
</tr>
<tr>
<td>Web Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>Electronic Publishing</td>
<td>3 credits</td>
</tr>
<tr>
<td>Instructional Design</td>
<td>3 credits</td>
</tr>
<tr>
<td>Multimedia Development</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Required Course of Study for the VC

All required coursework is identified by a ~ symbol following the course number.

Required Course of Study for the VC

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.

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 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 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, planning, design specifications, development, implementation and evaluation.

**VCT 420** ................................................................. 3 credits

**Multimedia Development**

This course introduces the fundamentals of developing interactive, multimedia 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 is approved to be offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 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.
- 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

Introduction to UNIX

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

Network and Telecommunications Concepts

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.

PO 420 ................................................................. 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.
A+ Fundamentals Certificate

The following certificate program is offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 280 ........................................................................................................ 3 credits
Computer Hardware Fundamentals
CIS 282 ~ .................................................................................................... 3 credits
Computer Software Fundamentals
The University reserves the right to modify the required course of study.

Additional Admission Requirements for the CERT/APLUS

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.

• 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.
• A minimum program grade point average (GPA) of 2.0.
• The diploma awarded for this certificate will read as follows: A+ Fundamentals

Residency Requirements and Course Waivers for the CERT/APLUS

Students may not waive any credits in this certificate program.

• The following courses in the required course of study may not be waived: CIS 280, CIS 282

Course Descriptions for the CERT/APLUS

CIS 280 ........................................................................................................ 3 credits
Computer Hardware Fundamentals
This course is an introduction to computer support fundamentals of personal computer (PC) hardware architecture, components, networking, configuration, upgrading, and repair.

CIS 282 .................................................................................................... 3 credits
Computer Software Fundamentals
This course is an introduction to the fundamentals of desktop Windows Operating Systems for computer software configuration, file management, performance monitoring, optimization, maintenance, recover and security.
Network+ Technologies Certificate

The following certificate program is offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 and wide area networks (WAN). The availability of programs and other important information, please visit our website at http://www.phoenix.edu/ programs/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.

**Required Course of Study for the NETPLUS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTC 240 Intro to LAN Technologies</td>
<td>3</td>
</tr>
<tr>
<td>NTC 241 Intro to W-LAN Technologies</td>
<td>3</td>
</tr>
<tr>
<td>NTC 242 Intro to WAN Technologies</td>
<td>3</td>
</tr>
</tbody>
</table>

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 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 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.
- 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 240, NTC 241 and NTC 242

**Course Descriptions for the NETPLUS**

**Intro to LAN Technologies**

This foundational course covers local area network topics including rationale for networking, Open Systems Interconnection (OSI) models, common network topologies and architecture, client/server concepts, basic hardware devices and usage, and basic networking security concepts.

**Intro to W-LAN Technologies**

This course explores concepts of wireless networking systems, including wireless networking topologies, hardware protocols, hardware selection and implementation, interfaces with LAN, MAN, and WAN networks, basic wireless security, and network integration concepts.

**Intro to WAN Technologies**

This course covers Wide Area Networking concepts and its interface with metropolitan area networks (MAN) and local area networks (LAN). The course will cover telecommunication technologies, backbone technologies, hardware device protocol, hardware selection and usage, and basic WAN security considerations and planning.
MINORS FOR THE COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Information Systems Security Minor

The following minor is offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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 Minor is for students in any University of Phoenix undergraduate program other than the BSIT.

Preferred Sequence and Requirements for the ISS Minor

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIS 319 ~ Introduction to UNIX</td>
<td>3 credits</td>
</tr>
<tr>
<td>POS 420 ~ Network and Telecommunication Concepts</td>
<td>3 credits</td>
</tr>
<tr>
<td>POS 427 ~ Windows Networking</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 440~ Intro to Information Systems Security</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 430 ~ Enterprise Security</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 432 ~ Introduction to Cryptography</td>
<td>3 credits</td>
</tr>
<tr>
<td>CMGT 442 ~ Information Systems Risk Management</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Course Descriptions for the ISS Minor

CIS 319 ~ Introduction to UNIX: 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.

POS 420 ~ Network and Telecommunication Concepts: This course provides an overview of telecommunication systems in a business environment. Topics covered include standards, telephony, networks, and Internet working applications. Terminology and basic concepts are emphasized.

Introduction to UNIX: This course is a survey of the UNIX. Topics emphasize operations of the UNIX system that enable a user to make efficient use of files, file systems, and processes.

- All undergraduate students declaring a minor must sign an enrollment agreement prior to enrolling in the desired minor.
- Students may waive 9 credits in the required course of study by satisfying the standard University undergraduate course waiver requirements.
- The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
- The course must have been completed within the past ten years of application to the University with a grade of "C" (2.0) or better. Any course developed and maintained by the College of IS & T must have been completed within 5 years of application to the University with a grade of "C" or better.
- The course must be an upper division course and comparable in content and credits to the University course it is replacing.
- The University will award Title IV Student Financial Aid funds to eligible students enrolled in a degree program with a declared second major/emphasis/minor as long as the student has not yet graduated from the degree program. For the purpose of this policy, "graduated" is defined as the University having conferred the degree for the primary eligible program. Students, declaring a minor after graduation from their program will not be eligible for Title IV Student Financial Aid funds. Enrollment in a second major/minor after graduation from the first program does not meet the definition of an "educational credential" as defined in the federal definition of a "regular student".

General Information for the ISS Minor

- Undergraduate students may declare and earn a minor within their degree program by satisfying all the admissions and completion requirements for the minor. The credits required to earn the minor may be applied as a part of the required lower division electives. This might enable the student to complete the minor within the total 120 credit hour requirement. However, if a student transfers in courses to fulfill any of their lower division electives, it is possible the minor could make the student's total credit hours exceed 120.
- Students may earn a minor at any time after initial degree conferral by satisfying all the requirements for the most current ISS minor at the time of enrollment.
- Students who are earning, or have earned, an undergraduate degree in BSIT may not earn a minor in Information Systems Security or Visual Communications.
- All undergraduate students seeking a minor must complete a minimum of 15 credits in order to earn a minor.
- Students earning a minor are bound by the residency for their degree program.
- Minor credits may be applied toward the General Education category.
- There is no Post-COCA specific to the ISS minor.
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 cryptographic 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.

Multimedia and Visual Communication Minor
The following minor is offered at these University of Phoenix campus locations: Online. The availability of programs and concentrations depend on student demand and other factors. 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.

Preferred Sequence and Requirements for the MVC Minor
CIS 319 .................................................................3 credits
Computers and Information Processing
VCT 300 ~.............................................................3 credits
Image Editing
VCT 310 ~.............................................................3 credits
Web Design
VCT 320~.............................................................3 credits
Electronic Publishing
VCT 410~.............................................................3 credits
Instructional Design
VCT 420~.............................................................3 credits
Multimedia Development
The University reserves the right to modify the required course of study.

General Information for the MVC Minor
• Undergraduate students may declare and earn a minor within their degree program by satisfying all the admissions and completion requirements for the minor. The credits required to earn the minor may be applied as a part of the required lower division electives. This might enable the student to complete the minor within the total 120 credit hour requirement. However, if a student transfers in courses to fulfill any of their lower division electives, it is possible the minor could make the student’s total credit hours exceed 120.
• Students may earn a minor at any time after initial degree conferral by satisfying all the requirements for the most current MVC minor at the time of enrollment.
• Students who are earning, or have earned, an undergraduate degree in BSIT may not earn a minor in Information Systems Security or Visual Communications.
• All undergraduate students seeking a minor must complete a minimum of 15 credits in order to earn a minor.
• Students earning a minor are bound by the residency for their degree program.
• Minor credits may be applied toward the General Education category.
• There is no Post-COCA specific to the MVC minor.
• All undergraduate students declaring a minor must sign an enrollment agreement prior to enrolling in the desired minor.
• Students may waive 9 credits in the required course of study by satisfying the standard University undergraduate course waiver requirements.
• The course must have been completed and transcripted from a regionally or approved nationally accredited, or candidate for accreditation, college or university.
• The course must have been completed within the past ten years of application to the University with a grade of "C" (2.0) or better. Any course developed and maintained by the College of IS & T must have been completed within 5 years of application to the University with a grade of "C" or better.
• The course must be an upper division course and comparable in content and credits to the University course it is replacing.
• The University will award Title IV Student Financial Aid funds to eligible students enrolled in a degree program with a declared second major/emphasis/minor as long as the student has not yet graduated from the degree program. For the purpose of this policy, "graduated" is defined as the University having conferred the degree for the primary eligible program. Students, declaring a minor after graduation from their program will not be eligible for Title IV Student Financial Aid funds. Enrollment in a second major/minor after graduation from the first program does not meet the definition of an "educational credential" as defined in the federal definition of a "regular student".

Course Descriptions for the MVC Minor

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.

Certificate Awards

Upon completion of all courses in a certificate program and submission of the Request for Certificate form, a certificate of completion and a certificate posted transcript will be processed.

Accreditation and Affiliations

The following agencies have supported the development of the certificate program that relates to their specific field:
• The Society for Human Resource Management (SHRM)
• Project Management Institute (PMI), Globally Registered Education Provider (R.E.P)
• Call Center Industry Advisory Council (CIAC)
TUITION AND FEES

UNDERGRADUATE (Online)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Single Course Application Fee (non degree</td>
<td>$ 45.00</td>
<td>Upon registration.</td>
</tr>
<tr>
<td>seeking)</td>
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<tr>
<td>Credit Recognition Program/Tuition Per Credit</td>
<td>$ 250.00</td>
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<tr>
<td>Online Tuition Per Credit</td>
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<tr>
<td>Business</td>
<td>$ 570.00</td>
<td>Due in accordance with the payment option chosen in</td>
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<tr>
<td></td>
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<td>Financial Options Guide.</td>
</tr>
<tr>
<td>Nursing</td>
<td>$ 500.00</td>
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<tr>
<td>Education and General Studies</td>
<td>$ 405.00</td>
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<tr>
<td>Active Duty Military</td>
<td>$ 250.00</td>
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<tr>
<td>Axia Degree Curriculum Tuition Per Credit</td>
<td>$ 380.00</td>
<td>Due in accordance with the payment option chosen in</td>
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<tr>
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<td></td>
<td>Financial Options Guide.</td>
</tr>
<tr>
<td>Continuing Education Tuition</td>
<td>$ 175.00</td>
<td>Prior to the first class session of each course.</td>
</tr>
<tr>
<td>Book and Materials Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Electronic Course Materials fee for Axia students (if</td>
<td>$ 85.00</td>
<td>Prior to the first class session of each course.</td>
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<tr>
<td>applicable)</td>
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<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
<td>$ 95.00</td>
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<tr>
<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</td>
<td>Upon notification.</td>
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<tr>
<td></td>
<td>Representative</td>
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<tr>
<td>Prior Learning Assessment Fees</td>
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<td>Portfolio Submission Fee</td>
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<td>Per Assessed Credit Fee</td>
<td>$75.00</td>
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<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus</td>
<td>Upon notification.</td>
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<tr>
<td></td>
<td>Representative</td>
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</tr>
<tr>
<td>Late Payment Fee</td>
<td>$ 25.00</td>
<td>Upon notification.</td>
</tr>
<tr>
<td>Diploma &amp; Transcript Rush/Duplicate Fees</td>
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<tr>
<td>2nd day delivery</td>
<td>$ 45.00</td>
<td>Upon request.</td>
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<tr>
<td>Duplicate Diploma</td>
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<tr>
<td>Duplicate Certificate</td>
<td>$ 15.00</td>
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<tr>
<td>Transcript Rush</td>
<td>$ 30.00</td>
<td>Upon request.</td>
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</table>

*Note: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
### GRADUATE (Online)

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Amount*</th>
<th>When Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee -Degree Program</td>
<td>$ 45.00</td>
<td>At time of application.</td>
</tr>
<tr>
<td>Single Course Application Fee (non-degree seeking)</td>
<td>$ 45.00</td>
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</tr>
<tr>
<td>Online Tuition Per Credit</td>
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<td></td>
</tr>
<tr>
<td>Business and Technology</td>
<td>$ 715.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Nursing</td>
<td>$ 595.00</td>
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</tr>
<tr>
<td>Counseling</td>
<td>$ 675.00</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>$ 575.00</td>
<td></td>
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<tr>
<td>Doctoral</td>
<td>$ 795.00</td>
<td></td>
</tr>
<tr>
<td>Active Duty Military- Doctoral</td>
<td>$ 635.00</td>
<td></td>
</tr>
<tr>
<td>Book and Materials Charges</td>
<td>Varies by course</td>
<td>When books and materials are purchased.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable)</td>
<td>$ 115.00</td>
<td>Due in accordance with the payment option chosen in Financial Options Guide.</td>
</tr>
<tr>
<td>Electronic Course Materials Charge (if applicable) for Doctoral</td>
<td>$ 125.00</td>
<td></td>
</tr>
<tr>
<td>Check Return Fee</td>
<td>Contact Your Campus Representative</td>
<td>Upon notification</td>
</tr>
<tr>
<td>Late Payment Fee</td>
<td>$ 25.00</td>
<td>Upon notification.</td>
</tr>
</tbody>
</table>

*NOTE: All fees are subject to change. Where applicable, sales tax will be added to fees, tuition and material payments.
FACILITIES

Mountain Region
Arizona Campuses
Phoenix Area Campuses
800 776-4867
Chandler Learning Center
3075 West Ray Rd
Suite #117
Chandler, AZ 85226-2495
480 557-2800
480 557-2805 FAX
Mesa Campus
1620 South Stapley Drive, Suite #101
Mesa, AZ 85204-6634
480 557-2800
480 557-2805 FAX
Phoenix Campus
4635 East Elwood Street, Phoenix, AZ 85204-1958
480 557-2550
480 557-2595 FAX
Southern Arizona Campuses
800 659-8988
303 S Craycroft Road
Tucson, AZ 85711-4574
520 881-6512
520 795-6177 FAX
Fort Huachuca Campus
Building 52104
ATZS-HRH-E
Fort Huachuca, AZ 85613-6000
520 459-1093
520 459-8319 FAX
Nogales Learning Center
870 West Shell Road
Nogales, AZ 85621-1059
520 377-2290
520 377-2296 FAX

Tucson - River Road Campus
555 East River Road
Suite 201
Tucson, AZ 85704-5822
520 408-8202
520 888-6561 FAX
Yuma Learning Center
899 East Plaza Circle
Yuma, AZ 85365-2033
928 341-0233
928 341-0252 FAX

Idaho Campuses
Idaho Campus
1422 S Tech Lane
Meridian, ID 83642
208 898-2000
208 895-9728 FAX
Idaho Falls Student Resource Center
900 Pier View Drive
Suite #100
Idaho Falls, ID 83402
208 535-3900
208 535-3917 FAX

Las Vegas Main Campus
7455 W Washington
Las Vegas, NV 89128-4337
702 638-7279
702 638-8225 FAX
Henderson Learning Center
7777 Eastgate Road
Henderson, NV 89011-4039
702 638-7279
702 558-9705 FAX
Nellis AFB Campus
554 M/S/MSE
4475 England Avenue
Suite #217
Nellis AFB, NV 89191-6525
702 652-5527
702 651-0035 FAX
Northwest Learning Center
7951 Deer Springs Way
Suite #150
Las Vegas, NV 89131-8180
702 638-7279
702 655-8241 FAX

Northern Nevada Campus
10345 Professional Circle
Suite #200
Reno, NV 89521-5862
775 828-7999
775 852-3384 FAX
Southwest Learning Center
9625 West Saddle Avenue
Suite #100
Las Vegas, NV 89147-8089
702 638-7279
702 876-3299 FAX

Utah Campuses
Utah Campus
5373 South Green Street
Salt Lake City, UT 84123-4617
801 263-1444
801 269-9766 FAX
North Davis Learning Center
1366 Legend Hills Drive
Suite 200
Clearfield, UT 84015-1585
801 825-1891
801 773-5297 FAX
Pleasant Grove Learning Center
2174 West Grove Parkway
Pleasant Grove, UT 84062-6711
801 772-4600
801 756-5403 FAX
South Jordan Learning Center
10235 South Jordan Gateway
Jordan, UT 84095-4186
801 727-3000
801 727-3030 FAX
St. George Learning Center
965 East 700 South
St. George, UT 84790-4082
801 365-2100
801 365-2102 FAX
Taylorsville Learning Center
4393 South Riverboat Road
Suite #100
Salt Lake City, UT 84123-4617
801 268-1111
801 268-1924 FAX

Idaho Falls, ID 83402
Plains Region
Cheyenne Campus
4111 Greenway St.
Cheyenne, WY 82001-2150
307 633-9900
307 632-3158 FAX
Fort Collins Learning Center
2720 Council Tree Ave.
Suite #200
Fort Collins, CO 80525-6306
970 226-1781

Colorado Campuses
Colorado Campus and Regional Office
10004 Park Meadows Drive
Lone Tree, CO 80124-5453
800 441-2981
303 755-9090
303 662-0911 FAX
Southglenn Learning Center
6972 S Vine Street
Suite #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
Turnpike Campus
8700 Turnpike Drive
Westminster, CO 80031-7030
303 487-7155
303 487-7161 FAX

Southern Colorado Campus
5725 Mark Dabling Blvd., Colorado Springs, CO 80919-2221
719 599-5282
719 593-9945 FAX
Colorado Springs Downtown Learning Center
2 North Cascade Avenue
Suite #100
Colorado Springs, CO 80903-1620
719 527-9000
719 527-4892 FAX
West Oklahoma City Learning Center
6304 SW 3rd Street
Oklahoma City, OK 73128
405 842-8007
405 787-4295 FAX

Tulsa Campus
14002 East 21st Street
Suite #1000
Tulsa, OK 74134-1412
918 622-4877
918 622-4981

Owasso Learning Center
9455 North Owasso Exp
Suites # I & J
Owasso, OK 74055-5442
918 622-4877
918 274-8666

Midwest Region
800 834-2438
Midwest Region
Administration

Kansas Campuses

Lenexa Learning Center
8345 Lenexa Drive
Suite #200
Lenexa, KS 66214-1654
816 943-9600

Wichita Campus
3020 N Cypress Drive
Suite #150
Wichita, KS 67226-4011
316 630-8121
316 630-8095 FAX

Topeka Student Resource Center
2850 SW Mission Woods Drive
Topeka, KS 66614-5616

Wichita Student Resource Center
2441 North Maize Road
Wichita, KS 67205
316 670-5300
316 773-2215 FAX

Michigan Campuses

Ann Arbor Learning Center
315 East Eisenhower Parkway, Suite #12
Ann Arbor, MI 48108-3330
734 994-0816
734 994-1663 FAX

Detroit Campus
5480 Corporate Drive,
Suite #240
Troy, MI 48098-2623
248 925-4100
248 267-0147 FAX

Lansing Learning Center
3100 West Road
East Lansing, MI 48823-6369
517 333-8293
517 333-8458 FAX

Michigan Campuses

Minneapolis/St. Paul Campus
435 Ford Road
Suite #100
St. Louis Park, MN 55426-1063
952 487-7226
952 540-1051 FAX

Downtown Minneapolis Learning Center
701 Fourth Ave South
Suite #500
Minneapolis, MN 55415
612 643-4200
612 338-5021 FAX

St. Paul Learning Center
587 Bielenberg Dr.
Suite #100
Woodbury, MN 55125-1415
651 361-3200
651 714-9564 FAX

Missouri Campuses

Kansas City Campus
1310 East 104th Street
Kansas City, MO 64131
816 943-9600
816 943-6675 FAX

Independence Learning Center
20201 East Jackson Drive
Independence, MO 64057
816 448-2500
816 795-0127 FAX

Northland Learning Center
10150 NW Ambassador Drive
Kansas City, MO 64153-1365
651 361-3200
651 714-9564 FAX

St. Louis Campus
13801 Riverport Drive
Suite #102
St. Louis, MO 63043-4828
314 298-9755
314 291-2901 FAX

Downtown St. Louis Learning Center
211 North Broadway
Suites 120 & 900
St. Louis, MO 63102

Lenexa Learning Center
8345 Lenexa Drive
Suite #200
Lenexa, KS 66214-1654
816 943-9600

Ohio Campuses

Cleveland Campus
5005 Rockside Road
Suite #130
Independence, OH 44131-2194
216 447-8807
216 447-9144 FAX

Beachwood Learning Center
3401 Enterprise Parkway
Suite #115
Beachwood, OH 44122-7340
216 378-0473
216 378-0893 FAX

Westlake Learning Center
38 Main Street
Suite #300
Westlake, OH 44145
440 788-2600
440 250-1613 FAX

Cincinnati Campus
9050 Centre Point Drive
Suite #250
West Chester, OH 45069-4875
513 722-9600
513 772-3645 FAX

Dayton Learning Center
7695 Poe Avenue
Dayton, OH 45414-2552
937 898-3732
937 898-5071 FAX

Columbus-Ohio Campus
8415 Pulsar Place
Columbus, OH 43240-4032
614 433-0095
614 781-9616 FAX

Wisconsin Campuses

Milwaukee Campus
20075 Watertower Boulevard
Brookfield, WI 53045-6608
262 785-0608
262 785-0977 FAX
<table>
<thead>
<tr>
<th>Campus Name</th>
<th>Address</th>
<th>City, State Zip</th>
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<tbody>
<tr>
<td>North Milwaukee Learning Center</td>
<td>10850 West Park Place, Suite 150</td>
<td>Milwaukee, WI 53224</td>
<td>414 410-7900</td>
<td>414 359-0268 FAX</td>
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<tr>
<td>Madison Campus</td>
<td>2310 Crossroads Drive, Suite 3000</td>
<td>Madison, WI 53718-2416</td>
<td>608 240-4701</td>
<td>608 240-4758 FAX</td>
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<tr>
<td>Fox Valley Learning Center</td>
<td>517 N Westhill Blvd</td>
<td>Appleton, WI 54914-5780</td>
<td>920 993-0492</td>
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<td>Illinois Campuses</td>
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<td>Chicago, IL 60601-1210</td>
<td>312 223-1101</td>
<td>312 223-0130 FAX</td>
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<td>Downtown Learning Center - Chicago</td>
<td>Chicago, IL 60601-1210</td>
<td>312 223-0130 FAX</td>
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<td>Warrenville Learning Center</td>
<td>Warrenville, IL 60055-0317</td>
<td>630 657-7000</td>
<td>630 393-3192 FAX</td>
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<td>Tinley Park Learning Center</td>
<td>Tinley Park, IL 60477</td>
<td>708 478-5836 FAX</td>
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<td>Indiana Campuses</td>
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<td>Indianapolis, IN 46250-1932</td>
<td>317 585-8610</td>
<td>317 585-8670</td>
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<td>Plainfield Learning Center</td>
<td>Plainfield, IN 46168-2825</td>
<td>317-204-1600</td>
<td>317-839-2937 FAX</td>
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<td></td>
<td>NW Indiana Campus</td>
<td>Merrillville, IN 46410-5572</td>
<td>219 794-1500</td>
<td>219 769-6527 FAX</td>
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<td>Kentucky Campuses</td>
<td>Florence, KY 40102-4881</td>
<td>859 212-2800</td>
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<td>Louisville Campus</td>
<td>Louisville, KY 40223-5421</td>
<td>502 423-0149</td>
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<td>Birmingham, AL 35242-2928</td>
<td>205 747-1001</td>
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University of Phoenix, 2012
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
305 428-4910
305 428-4911 FAX

Cypress Creek Learning Center
550 West Cypress Creek Road, Suite 150
Ft. Lauderdale, FL 33309-6169
954 382-5303
954 382-5304 FAX

Palm Beach Gardens Learning Center
7111 Fairway Drive
Suite 205
Palm Beach Gardens, FL 33418-4204
954 302-5303
561 273-1510 FAX

Miramar Learning Center
2400 SW 145th Avenue
Miramar, FL 33027-4145

North Florida Campus
4500 Salisbury Road
Suite # 200
Jacksonville, FL 32216-0959
904 636-6645
904 636-0998 FAX

East Jacksonville Learning Center
11915 Beach Blvd
Suites # 101-104
Jacksonville, FL 32246-6704
904 486-2500
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 3217

South Orlando Learning Center
8325 South Park Circle
Orlando, FL 32819
407 345-8868
407 352-2208 FAX

Greensboro Learning Center
1500 Pinetree Road
Suites 110
Greensboro, NC 27407-3808
336 291-1500
336 291-1501 FAX

West Florida Campus
12802 Tampa Oaks Blvd, Suite 200
Temple Terrace, FL 33637-1915
813 626-7911
813 977-1449 FAX

Sarasota Learning Center
501 North Cattlemen Road
Sarasota, FL 34232-6421
941 545-2500
941 545-2599 FAX

Westshore Learning Center - Tampa
4805 Independence Parkway
Tampa, FL 33634-7543
813 626-7911
813 977-1449 FAX

St. Petersburg/Clearwater Learning Center
1901 Ulmerton Road, Suite #150
Clearwater, FL 33762-3311
727 561-9008
727 592-9423 FAX

North Carolina Campuses
Charlotte Campus
3800 Arco Corporate Drive
Suite #100
Charlotte, NC 28273-3409
704 504-5409
704 504-5360 FAX

Charlote Main 2
3700 Arco Corporate Drive
Charlotte, NC 28273-7089 US

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 #110
Charlotte, NC 28227
704 504-5409

Charlotte North Learning Center
10925 David Taylor Drive
Charlotte, NC 28262-1041
704 504-5409

Greensboro Learning Center
1500 Pinetree Road
Suites 110
Greensboro, NC 27407-3808
336 291-1500
336 291-1501 FAX

Raleigh Campus
5511 Capital Center Drive
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
919 317-3353 FAX

Fayetteville Learning Center
639 Executive Place, Suite 301
Fayetteville, NC 28305-5123
910 485-9000
910 485-9001 FAX

South Carolina Campuses
Columbia Campus
1001 Pinnacle Point Drive
Columbia, SC 29223-5733
803 699-3096
803 699-7651 FAX

Greenville Learning Center
125 The Pkwy
Suite 100
Greenville, SC 29615-6610
864-675-2301 FAX

Puerto Rico Campuses
Puerto Rico Campus
Santander Tower
at San Patricio
B-7 Tabonuco St.
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

A-5
### 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

### Richmond Campus
6600 West Broad Street
Richmond, VA 23230-1709
804 288-3390
804 288-3614 FAX

### Virginia Beach Learning Center
9705 Liberia Ave
Suite #299
Manassas, VA 20110
571 377-7500
703 331-3141 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

#### Washington, DC Campus
25 Massachusetts Ave. NW
Washington, DC 20001-1431
202 423-2520

### Central Massachusetts Learning Center
One Research Drive
Westborough, MA 01581-3906
508 614-4100

### Burlington Learning Center
One Van de Graaff Drive
Suite #300
Burlington, MA 01803-5171

### New Jersey Campus

#### Jersey City Campus
100 Town Square Place, Suite #305
Jersey City, NJ 07310-2778
201 610-1408
201 610-0450 FAX

### Pennsylvania Campuses

#### Harrisburg Campus
4050 Crums Mill Road
Harrisburg, PA 17112-2946
717 540-3300
717 540-3301 FAX

#### Philadelphia Campus
1170 Devon Park Drive
Wayne, PA 19087-2121
610 899-0880
619 899-0881 FAX

#### City Center Learning Center
30 South 17th Street
Philadelphia, PA 19103-4901
267 234-2000
267 561-0874 FAX

#### Pittsburgh Campus
Penn Center West Building 6, Suite #100
Pittsburgh, PA 15276-0109
412 747-9000
412 747-0676 FAX

#### Monroeville Learning Center
201 Penn Center Boulevard
Suite #200
Pittsburgh, PA 15235-5435
412 823-8930
412 823-8879 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

#### Livermore Learning Center
2481 Constitution Drive
Livermore, CA 94551-7573
800 699-4867
925 847-7640
925 965-6101 FAX

#### Novato Campus
75 Rowland Way, Suite #100
Novato, CA 94945-5037
877 274-6364
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

### 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
707 207-0999 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 Pirrone 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

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

San Marcos Learning Center
300 Rancheros Drive
San Marcos, CA 92069
760 510-8253
760 510-8420 FAX

El Centro Learning Center
3095 N Imperial Ave
El Centro, CA 92243
760 355-1190
760 370-9039 FAX

Southern California Campuses
West Regional Administration
10540 Talbert Avenue, Suite 120 (West)
Fountain Valley, CA 92708
800 888-1968
714 378-5275 FAX

Corona Student Resource Center
371 Corporate Terrace Circle, Suite #101
Corona, CA 92879-6028
800 888-1968
951 493-1810 FAX

Culver City Learning Center
200 Corporate Pointe, Suite A-50
Culver City, CA 90230-7645
800 888-1968

Diamond Bar Campus
1370 South Valley Vista Drive, Diamond Bar, CA 91765-3921
800 888-1968
818 226-0571 FAX

Gardena Campus
1515 West 190 Street
Gardena, CA 90248-4319
800 888-1968
310 525-2684 FAX

La Mirada Campus
14320 Firestone Boulevard
La Mirada, CA 90638-5526
800 888-1968
714 670-9152 FAX

Lancaster Learning Center
1220 West Avenue J,
Lancaster, CA 93534-2902
800 888-1968
661 940-7203 FAX

Murrieta Learning Center
25240 Hancock Ave
Murrieta, CA 92562-5990
800 888-1968
951 677-1748 FAX

Ontario Learning Center
3110 East Guasti Road,
Ontario, CA 91764-7631
800 888-1968
909 937-2194 FAX

Pasadena Campus I
299 North Euclid Ave.
Suite #100
Pasadena, CA 91101-1531
800 888-1968
626 793-9245 FAX

San Bernardino Campus
301 East Vanderbilt Way,
Suite #200
San Bernardino, CA 92408-3557
800 888-1968
909 890-2375 FAX

San Diego Campus
1230 Columbia Street
Suite #800
San Diego, CA 92101-0110
800 473-4346

San Diego Campus
3890 Murphy Canyon Road, Suite #100
San Diego, CA 92123-4448
858 576-1287
858 576-0032 FAX

San Marcos Learning Center
300 Rancheros Drive
San Marcos, CA 92069
760 510-8253
760 510-8420 FAX

Stonecrest Campus
9645 Granit Ridge Drive
Suite #250
San Diego, CA 92123-2658
858 576-1287

El Centro Learning Center
3095 N Imperial Ave
El Centro, CA 92243
760 355-1190
760 370-9039 FAX

Washington Campuses
877 877-4867

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

Vancouver Learning Center
500 E. Broadway
Suite 200
Vancouver, WA 98660-3321
360 993-7800

Eastern Washington Campus
8775 East Mission Avenue
Spokane Valley, WA 99212-2531
509 327-2443
509 326-1788 FAX

Tri Cities Student Resource Center
8905 Gage Blvd
Suite #300
Kennewick, WA 99336-7191
509 736-2930
509 736-2649 FAX

Oregon Campuses
Oregon Campus
13221 SW 68th Parkway
Suite #500
Tigard, OR 97223-8368
503 495-2900
503 670-0614 FAX

University of Phoenix, 2012
FACILITIES
Cascades Station Learning Center
9600 NE Cascades Parkway
Suite #140
Portland, Oregon 97220-6831
503 280-7300
503 280-7301 FAX

Hillsboro Learning Center
3600 NW John Olsen Place
Suite 100
Hillsboro, OR 97124-5807
503 495-1900
503 629-8926 FAX

Salem Learning Center
670 Hawthorne Avenue SE
Suite #110
Salem, OR 97301-6884
503 364-5695

Online Region

Online Campus and Administrative Offices
3157 East Elwood Street
Phoenix, AZ 85034-7209
800 366-9699
602 387-7000
602 387-6020 FAX

International Campuses

European Military Campus
Hebelstrasse 22
69115 Heidelberg
Germany
011-49-6221-705-0640
011-49-6221-705-0619 FAX

Asia Pacific Military Campus
Kadena AFB
18 MSS/DPE Unit 5134
APO AP 96368
011-81-611-732-8508
011-81-611-734-5303 FAX
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University of Arizona

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Vice President of Instructional Materials and Technology

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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

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Regional Vice President

Steven Feldman
Regional Director of Academic Affairs

John Durling
Regional Vice President

Merlyne Starr
Regional Director of Academic Affairs

MOUNTAIN-PLAINS REGION
Dustin Phillips
Regional Vice President

Melanie Behunin
Regional Director of Academic Affairs

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

SOUTHWEST REGION
Brent Fitch
Regional Vice President

Michael Phillips
Regional Director of Academic Affairs

NON-GEOGRAPHIC REGION
Cheri Sorensen
Regional Vice President

Campus Administration

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Asia Military Campus
Barb Turner
Director of Academic Affairs

Europe Military Campus
Robert Bothel
Campus Director

Vacant
Associate Director of Academic Affairs

WESSEL REGION
Bay Area Campus
Stacy McAfee
Campus Director

Central Valley Campus
Ann Tye
Campus Director

Vacant
Director of Academic Affairs

Eastern Washington Campus
Paul Green
Campus Director

San Diego Campus
Kim Lyda-Savich, MBA/GM
Campus Director

San Diego Campus
Nancy Malsisac
Director of Academic Affairs

Southern Arizona Campus
Gregg Johnson
Campus Director

Mark Vitale
Director of Academic Affairs

Southern California Campus
Kendra Angier
Campus Director

Mike Geraghty
Director of Academic Affairs

Jim Ghormley
Associate Director of Academic Affairs

Gregg Johnson
Campus Director

Mark Vitale
Director of Academic Affairs
Western Washington Campus
Bruce Williams
Campus Director
Edgar J. Schroeder
Director of Academic Affairs

MOUNTAIN-PLAINS REGION
Albuquerque Campus
Barbara Janowski
Campus Director

Colorado Campus
Shana Buell
Campus Director
Vacant
Director of Academic Affairs

Des Moines Campus
Vacant
Vacant
Director of Academic Affairs

Idaho 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
Vacant
Director of Academic Affairs

Southwestern Regional Campus
Brittany Nielsen
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
Vacant
Director of Academic Affairs

SOUTHWEST REGION
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

Houston Campus
Christina Robinson Grochett,
State Vice President/Campus Director
Vellore Sunder
Director of Academic Affairs

Jackson Campus
Jenny Mixon
Campus Director
Vacant
Director of Academic Affairs

Lafayette Campus
Michelle Smith
Campus Director
Kevin Browning
Associate Director of Academic Affairs

McAllen Campus
Mikal Powers
Campus Director

Santa Teresa Campus
Barbara Janowski
Campus Director
Nancy Mc Donald
Director of Academic Affairs

New Orleans Campus
Jason Morgan
Campus Director
Wawa Ngenge
Associate Director of Academic Affairs

Oklahoma City Campus
Troy Thomas
Campus Director
Shelley Howell
Director of Academic Affairs

Shreveport Campus
Julie Marble
Campus Director
Glen Sefcik
Associate 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
Angela Sanson
Director of Academic Affairs

Columbus, OH Campus
Heather Loughley
Campus Director
Ramona Calhoun
Director of Academic Affairs

Detroit Campus
Jan Cardwell
Vice President/Director

Dallas Campus
Jan Cardwell
Director of Academic Affairs

Antoinette Dziedzic
Associate Director of Academic Affairs

Indianapolis Campus
Steven Balke
Director of Academic Affairs

Kansas City Campus
Vacant
Director of Academic Affairs

Louisville Campus
Scot Mall
Campus Director
Kim Critchlow
Director of Academic Affairs

Madison Campus
Briana Houlihan
Campus Director
Vacant
Associate Director of Academic Affairs

Milwaukee Campus
Dave Steffen
Campus Director
Glenn Mathews
Associate Director of Academic Affairs

Minneapolis/St. Paul Campus
Don Johnson
Director of Academic Affairs

Northwest Indiana Campus
Sean Nobari
Associate Director of Academic Affairs

St. Louis Campus
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

Fairfield County Campus
Nancy Pluzdrak
  Campus Director
Amanda Manners
  Director of Academic Affairs

Harrisburg Campus
Vacant
  Campus Director
Lisa Koogle
  Director of Academic Affairs

Jersey City Campus
Gary Williams
  Campus Director
Miriam Frolof
  Director of Academic Affairs

Maryland Campus
Josh Chumley
  Campus Director
Vacant
  Director of Academic Affairs

Northern Virginia Campus
Erik Greenberg
  Campus Director
Paul Wallace
  Director of Academic Affairs

Philadelphia Campus
Joe Marzano
  Campus Director
Erin Rodgers
  Director of Academic Affairs

Pittsburgh Campus
Troy Malovey
  Campus Director
Ernie Fullerton
  Director of Academic Affairs

Richmond Campus
Beth Sigler
  Campus Director
Susan Whisenhunt
  Director of Academic Affairs

Washington DC Campus
Vacant
  Campus Director

NORTHWEST ARKANSAS

Luke Campbell
  Campus Director
Christie White
  Director of Academic Affairs

SOUTHEAST REGION

Atlanta Campus
Mike Heiron
  Vice President/Director
E.W. Newlin
  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

Columbus, GA Campus
Shelby Frutchey
  Campus Director
Tammy Johnson
  Associate Director of Academic Affairs

Columbus, OH Campus
Mark Amrein
  Campus Director

Little Rock Campus
Felicia Johnson
  Director of Academic Affairs

Memphis Campus
Raquel Ford
  Campus Director
Joe Capebianco
  Director of Academic Affairs

Director of Academic Affairs

Nashville Campus
Mark Mendoza
  Campus Director
Andrew Stone
  Director of Academic Affairs

North Florida Campus
Dan Macferran
  Campus Director
Michael Geler
  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
Kenneth Craig
  Director of Academic Affairs

South Florida Campus
Leslie Kristof
  Campus Director
Gail Ali
  Director of Academic Affairs

West Florida Campus
Lisa Nucci
  Vice President/Director
Tara Stabile
  Director of Academic Affairs

NON-GEOGRAPHIC REGION

Kay Poinier
  Campus Director
Christine Pacheco
  Campus Director
Brian Lincoln
  Campus Director
Craig Gess
  Campus Director
ACADEMIC CABINET

Administration/Public Members
The Academic Cabinet shall be comprised of the following voting members:
A Public Member of the University Board of Directors (Chairperson)
The Provost (Vice-Chairperson)
The Senior Vice President of Academic Affairs Operations
The Vice President of Instructional Materials and Technology
The Associate Vice President of Academic Affairs
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the bachelor's degree programs.
A member of the Administrative Faculty, a member of the Lead Faculty and a member of the Associate Faculty from the master's degree programs.
A member of the Administrative Faculty and Two Lead faculty members from the associate programs.
The Academic Cabinet shall also have one ex officio, non-voting member: the University President.

Academic Council Members:
Non-Voting Members
Provost (Chairperson)
Vice President of University Services (Vice-Chairperson )
Voting Members
Associate Vice Presidents of Academic Affairs
Deans of the Colleges
Associate Vice President of Admissions and Student Records Services
Representative from Registrar's Office, University Services
Representative from Admissions, University Services
Representative from Academic Affairs Operations
Representative from Academic Administration
Representative from Office of Dispute Management
Representative from Financial Aid
Representative from Student Services
Where a representative is indicated, they will be designated by the University official responsible for the stated functional area.

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
UNIVERSITY OF PHOENIX SCHOOL OF BUSINESS

FACULTY

DEAN

Lindquist, Brian G., PhD

ASSOCIATE DEANS

Fleming, Alisa, MBA

CAMPUS COLLEGE CHAIRS

Asian Military Campus
Melvin Hagan, DBA

Atlanta Campus
Earl Levith, MBA

Augusta Campus
Marvin Jones, MBA

Austin Campus
John Carroll, MBA

Bay Area Campus
John Yost, MBA

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
Nick Ursini, MBA

Cleveland Campus
Mary Jo Payne Ph.D.

Colorado Campus
Doug Gilbert, Ph.D.

Columbia, SC Campus
Larry Schwardt, MBA

Dallas Campus
John Grabarecky, DBA

Robert Stokes, MS

Detroit Campus
Janisse Green, MBA

El Paso Campus
James Baird, DBA

Wayne Diggs, MA

Europe Military Campus
Gregory Evans, MBA

Fairfield County Campus
Tamara Clark, Ph.D.

Hawaii Campus
Lee Nordgren, DSM

Houston Campus
Melanie Brown, DM

David Brleslaau, MBA

Idaho Campus
Joel Maier, MSM

Jersey City Campus
Ewa Usowicz, DM

Kansas City Campus
Charlene Dunfee, Ph.D.

Las Vegas Campus
Connie Ferguson-Rangel, JD

Little Rock Campus
Elizabeth Langevin, MBA

Maryland Campus
Maurice Shihadi, EDD

Memphis Campus
Adam Carr, Ph.D.

Milwaukee Campus
Walter Goodwyn, MBA

Minneapolis/St. Paul Campus
Paul Harvey, JD

Nashville Campus
Lonnee Manning JR, MBA

New Mexico Campus
Howard Hall, Ph.D.

New Orleans Campus
Barbara Holloway, DBM

North Florida Campus
Brian Polding, Ph.D.

Northern Nevada Campus
Bob Larkin, DBA

Northern Virginia Campus
Susan McMaster, Ph.D.

Northwest Arkansas Campus
John Salina, MBA

Oklahoma City Campus
Jeffrey Codner, JD

Oregon Campus
Mike Mostafavi, MS

Philadelphia Campus
Bill Baker, MBA

Phoenix Campus
Patrick Sherman, Ph.D.

Puerto Rico Campus
Clara Sgarra-Roman, DBA

Ana Hernandez, MBA

Richmond Campus
Sandra Bryant, Ph.D.

Sacramento Valley Campus
Tim Sheaffer, JD

Tammy Maynard, MA

San Antonio Campus
Neil Richards, DBA

San Diego Campus
Michael Bevis, MBA

Cecilia Williams, Ph.D.

Savannah Campus
Jenny Meyers, MBA

South Florida Campus
William Hunter, DBA

Southern Arizona Campus
James Craig, MBA

Bill Ardern, MSBA

Southern California Campus
Lester Reams, DPA

Southern Colorado Campus
David Smythe, DM

Tulsa Campus
Toni Jacobs, MSM

Utah Campus
David Francm, MBA

West Florida Campus
Maurice R Harvey, DM

West Michigan Campus
Judd Freeman, JD

Western Washington Campus
Dennis Franck, MS/M

Campus Area Chairs

Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.

- Accounting
- Financial Planning, Control, and Risk Management
- Law
- Management
- Organizational Behavior and Development
- Public Administration
- Strategic Analysis and Planning

Faculty

For a list of local faculty in the School of Business, contact your campus Director of Academic Affairs.

COLLEGES OF ARTS AND SCIENCES

ASSOCIATE DEAN- HUMANITIES
McCullum, Kacie C., EdD

Dean, David, PhD

Schumman, Shannon, PhD

DEAN - CRIMINAL JUSTICE
Ness, James, PhD

ASSOCIATE DEAN - CRIMINAL JUSTICE
Walsh, Franzoi, DBA

DEAN - SOCIAL SCIENCES
Hall, Lynn, EdD

ASSOCIATE DEAN - SOCIAL SCIENCES
Sharp, Stephen, PhD

DEAN - NATURAL SCIENCES
Eyler, Hinrich, PhD

ASSOCIATE DEANS - NATURAL SCIENCES
Patton, Beth, MA/MN

McCowan, Shawn, PhD

CAMPUS COLLEGE CHAIRS

Atlanta Campus
Lindlin Lu, MS/CE

Steve Northing, MA

Bay Area Campus
Jessica Hale, MSW

Craig Blumenthal, MAED

Jaseon Outlaw, PhD

Birmingham Campus
Ashley Norris, PhD

Boston Campus
Ronald Pacy, PhD

Central Florida Campus
Jeff Dunlap, PhD

Central Valley Campus
Rita Stanziale, MA

Central Valley Campus
Anne Adamson, MS

Charlotte Campus
Melissa Nethery, Ph.D.

Charlotte Campus
Ahmed Kamel, Ph.D.
University of Phoenix, 2012

Colleges of Education

Dean
Curley, Meredith A., MBA

Associate Deans
Drotos, Andy, MAEd
McCarty, Sandra, EdD

Campus College Chairs
Asia Military Campus
Lisa Bellino, MBA
Chicago Campus
Karen Randall, MBA
Cincinnati Campus
Steve Headley, MA
Cleveland Campus
Jeany Tri, M.Ed.
Colorado Campus
Carla Kuhlman, Ph.D.
Jean Miller, MA
Columbia, SC Campus
Aneta Bhojwani, Ph.D.

Columbus, GA Campus
Fenton Dixon, Ph.D.
Columbus, OH Campus
Jeff Koloze, Ph.D.

Dallas Campus
James Chapman, MAS/MS

Detroit Campus
Chuck Fipps, MLS
Bonnie Ellis, Ph.D.

El Paso Campus
Eugene Fink, Ed.D.
Robles, Rebecca, MED

Hawaii Campus
George Carroll, MAE/AET

Houston Campus
Kenneth Farenick, Ed.D.

Idaho Campus
Courtney Colby Bond, MAE

Indianapolis Campus
Barbara King, MA

Jersey City Campus
Robert Levit, Ph.D.

Las Vegas Campus
Nancy Graham, MSP
Mohammed Miah, Ed.D.
Allie Pasley, Psy.D.

Little Rock Campus
Steve Elder, MA
Christy Oberste, MAIOC

Louisville Campus
Rilla Hynes, MMH

Memphis Campus
Rick Douglass, MBA
Beverly Alexander, MS

Milwaukee Campus
Justin Farrell, MS/E

Minneapolis/St. Paul Campus
Lisa Kangas, Ph.D.,
Nashville Campus

Nashville Campus

North Florida Campus
Cheryl Hearn, Ed.S.

Northern Nevada Campus
James Covert, MBA

Northern Virginia Campus
Jay Famlant, Ph.D.

Oklahoma City Campus
Terra Spilmont, MLA

Oregon Campus
Shane Corsetti, MBA

Philadelphia Campus
Marianne Murawski, Ph.D.
Phoenix Campus
Jim O Keeffe, MBA
Patricia Kerstner, Ph.D.

Pittsburgh Campus
Shari Muench, Ed.D.

Puerto Rico Campus
Virginia Santiago-Acuna, Ed.D.
Ana Rodriguez, Ed.D.

Raleigh Campus
Michael Porelli, Ed.D.

Richmond Campus
Valary Rawlings, MED

Sacramento Valley Campus
Jeffrey Graves, MEd
Carlos Flores, MS
San Antonio Campus
Rebecca Coleman, MA
San Diego Campus
Donal Hardin, MA
Joni Iginski, MA/E
Lynn Luncelof, Psy.D.

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.
Radd Channugathas, Ph.D.
Marylo Trombley, Ph.D.

St. Louis Campus
Linda Simpson, MBA

Tulsa Campus
Allen Autrey, JD

Utah Campus
Jeff Haines, MS
Randi Buckner, Ph.D.

West Florida Campus
Janna Cleague, MS

West Michigan Campus
Brenda Holland, MA
Julie Schaefer-Space, MS

Western Washington
Campus

Western Washington

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.

El Paso Campus
Delila Cramer, MED

Europe Military Campus
Philip Pattakos, MAED

Hawaii Campus
Deborah Horsey, DEEL

Idaho Campus
Stacie Inukai-Center, MAE

Indianapolis Campus
Carmen Gebelhaus, Ph.D.

Kansas City Campus
Jan McKinley, Ed.D.

Las Vegas Campus
Carol Foster, Ed.D.

Nashville Campus
Pmilla Simpson, Ed.D.

New Mexico Campus
Becky Kappus, MAED

North Florida Campus
Constance Hall, Ed.D.

Northern Nevada Campus
Francey Dennis, Ed.S.

Oregon Campus
Robert Hamm, MAED

Phoenix Campus
Keith Bennett, MAED

Puerto Rico Campus
Lorraine Arbelo, Ed.D.

Sacramento Valley Campus
Patricia Wick, MA

San Antonio Campus
Sharon Michael-Chadwell, Ed.D.

San Diego Campus
Debbie Carpenter, MAED/CI

Southern California Campus
Ana Rodriguez, Ed.D.

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
Jill Muir, 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

For a list of local faculty in the College of Education, contact your campus Director of Academic Affairs.

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

Dean
Smith, Blair A., MBA

Campus College Chairs
Boston Campus
Craig Wheeler, MSCIS
Cleveland Campus
Rich Spinner, MSSM
Colorado Campus
Michael Hebert, MSME

Detroit Campus
Arthur Ward, MS
Philadelphia Campus
Denny Brennan, MBA
Phoenix Campus
Gloria Pearson, MBA
San Diego Campus
Paul Porch, MBA/TM

Utah Campus
Ken Sardoni, MS

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Business Systems
- Technology

For a list of local faculty in the College of Information Systems and Technology, contact your campus Director of Academic Affairs.

COLLEGE OF NURSING

Dean
Fuller, Pamela K., MN

Associate Dean
Strawn, Angela M., MS

Campus College Chairs
Central Florida Campus
Paula Berry-Zeller, MSN
Central Valley Campus
Sandra Davis, Ph.D.

Cleveland Campus
Lawrence Ferguson, MSN
Colorado Campus
Betty Bailey, MSN
Hawaii Campus
Glenda Tali, MSN
Nashville Campus
Marcia Edwards, MSN
North Florida Campus
Kathy Chelini, MN
Phoenix Campus
Erich Widemark, Ph.D.
Sacramento Valley Campus
Jessica Gomez, MSN
San Diego Campus
Sandra Hookana, MSN
South Florida Campus
Judith Fernandez, MSN
Southern Arizona Campus
Kathy Watson, MSN/FNP
Southern California Campus
Linda Seale, MSN
West Florida Campus
Carol Bauer, Ed.D.

Campus Area Chairs
Area Chairs for the following content areas are appointed at each campus. Not all programs are offered at every campus.
- Nursing

For a list of local faculty in the College of Health Human and Services, contact your campus Director of Academic Affairs.
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